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THE ORGAN OF THE STATE TEACHERS' ASSOCIATION AND THE DEPARTMENT OF

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NOTICE.

OFFICE OF COMMISSIONERS OF SCHOOL AND UNIVERSITY LANDS,
MADISON, January, 1860.

To Town Superintendents:—The Commissioners of School and University lands call the attention of Town Superintendents to Section 53, Chapter 165, of the Revised Statutes of 1858, which makes it a misdemeanor for any person to willfully cut, girdle, or destroy trees growing on any land belonging to the State, or to "willfully cut or take, carry or haul away from such lands, any timber or wood previously cut or severed from said land, or who shall dig or carry away any mineral, earth or stone in or upon any of said land." Section 55 of said chapter makes it the "*special duty* of superintendents of schools in each town," to inform the District Attorney of the county, of any offences mentioned in said section 53, and to give the names of the trespassers, and the names of the witnesses in the case. By Section 50, Chapter 28, of the Revised Statutes, it is provided that "the title or fee of all School and University land shall remain in the state until a patent shall issue for the same," and, until a patent is issued, the State can enforce penalties for waste committed on the lands. A certificate of sale issued from the State, only gives the holder, under Section 52 of Chapter 28, the posessory right to the land, and protects him from the penalty of the law while he is "actually using and applying any wood or timber on the land to the erection of fences or buildings thereon, or when taking firewood therefrom necessary for the use of his family, or when actually and fairly improving said land for the purpose of cultivation," and whenever a man in possession of land, by virtue of a certificate, exceeds these limits, he is liable to prosecution. These sacred trusts, dedicated to the State for the purpose of educating her children, must be guarded with unceasing watchfulness. Every good citizen should stand sentinel over the safety of these lands, and the present Commissioners trust that all Town Superintendents will use the utmost vigilance in watching over the School and University lands, and in bringing trespassing offenders to speedy justice.

L. P. HARVEY,
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Wisconsin Journal of Education.

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MENTAL ARITHMETIC.

I think I may say, in the outset, that no study of such vital importance has ever been neglected so universally in our common schools as this. All of us remember where we first began to study "the science of computation by numbers," in that little book whose first lesson was to learn to count the stars in a certain triangular arrangement, where every side of the triangle counted ten, and how we studied, and counted our fingers to make correct answers to those progressive questions which came afterwards.

Well, so far, all right. But what followed? As soon as we were capable of telling how many times eight make forty-eight, we must have a slate and pencil, and another book, whose rules and principles were Greek and Latin to us, out of which to "cipher" like our large brothers. Here is the fatal step!

The idea of a scholar beginning to "cipher" when he is so young that he must have his pencil tied to his slate for fear he will lose it, in my humble opinion, is the height of folly, and should be tolerated by no teacher, under any circumstances. If scholars could never see a practical arithmetic until they were adepts in mentalizing, we should not see our seminaries and academies choked with stumbling, blundering mathematicians.

The greatest obstacle to be overcome in teaching any advanced branch of mathematics, is the almost universal dullness of scholars upon this particular point. In Algebra we find a wide field for mental operations, but so much neglected have been their mentalizing powers, that unless every part of an example is put in "black and white," even to its most minute

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multiplication or division, they are left in a hazy mist of doubt and conjecture as to the right or wrong of the teacher's work. Now, I charge no blame upon the scholars, but upon their parents and teachers. Our common schools are the architects of the foundations upon which our academies and colleges are to raise superstructures, and if they are not upon the rock of correct fundamental beginnings, how can it be expected that the building will be easily reared, or finally established? Parents often dictate the position or study which they wish their children to take, where the teacher is the only proper one to dictate, for parents are always ambitious, and in their inordinate desire to see Johnny and Jimmy ciphering, or Sophia and Maria conjugating the verb "to love," they overlook the true attainments of their unintentionally abused children, while the teacher could look at the matter rationally, and without prejudices. Scholars have the idea that the sooner they are initiated into the mysteries of the slate and pencil the better, and their parents are ever ready to foster the propensity whenever they see it germinate.

Now, this is all wrong, for it is an incontrovertible fact that a thorough course in mental arithmetic is the best preparation a scholar can have for beginning any other branch of mathematical knowledge. By a thorough course of mental arithmetic, I do not mean the mechanical, hum-drum operations usually gone through in our common schools, but something more varied and extensive; something in which not only the tyros could be interested and instructed, but also the most advanced in school.

In our common schools it has become a mark of inferiority to be studying mental arithmetic; and how often do we see a fortunate—or rather, unfortunate—little fellow just graduated from the mental arithmetic class, exulting over and taunting a knight of the homespun coat and jacket, who is a whole head taller than himself, just because he cannot cipher and domineer over a slate and pencil? There is no common school in this State in which a mental arithmetic class, embracing the whole school, would not be of immense benefit, and, saving the feelings of those who are dabbling in the higher mathematics and learned languages, it seems to me that not a little good might be done by a similar class, even in our academies. Some might be indignant, and feel imposed upon, inasmuch as they did not "go away to school" to study mental arithmetic; but I will venture to say that after a week's trial they could be easily persuaded that the study, proper, was not any more for little boys and girls than for grown up ones. However much they may affect to despise the idea, facts warrant the assertion, that nine out of every ten need mental more than practical arithmetic. S. S. R.

MILTON, Nov. 5, 1859.

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THE TRUE ORDER OF STUDIES.

BY PRES. HILL, ANTIOCH, OHIO.

(*Continued from the November Number.*)

To the second great division in the hierarchy of science we have given the name of Natural History. The word Physics might also have been used, but, in either case, the meaning of the term is to be so far extended as to include all the studies of the material world in its natural state. Inasmuch as matter is formed and governed in subjection to the laws of space and time, this study of the material world logically demands a previous knowledge of mathematics; and no natural phenomenon is understood until the geometrical or algebraical law, suggested and exemplified by it, has been, at least partially, comprehended. In proportion as the scholar's knowledge of mathematics is enlarged, his power of comprehending the physical universe is increased. And, inasmuch as a knowledge of geometry is the earliest mathematical acquirement, those parts of natural history which depend upon the perception of forms may be earlier acquired than those which depend on mechanical, chemical, or physiological considerations.

Thus, although the fundamental principle of our classification places mechanics before chemistry, and chemistry before biology, our fundamental principles of education allow, and require, some instruction in botany and zoology before any is given in chemistry or mechanics.

A perfect knowledge of animals requires a knowledge of the vegetable world, which is their food; a perfect knowledge of plants requires a knowledge of their chemical constituents, and of their chemical relation to the soil and to the air; a perfect knowledge of chemistry requires a knowledge of mechanical forces. Thus, in the hierarchy, mechanics is the first department of Natural History. But we must, of course, be understood as now giving to the word mechanics a much wider signification than usual. We are including the consideration of all those phenomena of nature that arise from mechanical laws, that is, from forces whose prime effects have been shown to depend on motion. A discussion of the boundary between mechanics and chemistry, showing, for example, why we place color under mechanics, and taste under chemistry, although interesting in a metaphysical view, and necessary for a clear understanding of the philosophy of our subject, will not be required in a purely practical consideration of the course of studies, such as we are now engaged upon.

There have lately been published several treatises on the philosophy of common things, some of which, although crowded with errors and puer-

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ilities, have a very extensive circulation. Others, free from these faults, are defective from their not containing the most fruitful facts and principles of mechanics. It is not surprising that text-books on these subjects should be grossly deficient, when we recollect that in geometry and arithmetic, the oldest and simplest sciences, it has been very difficult to find perfectly unexceptionable treatises, and still more difficult to find teachers who will use the best books in the best manner. We trust that, through the increasing attention now given to education, and especially through the influence of normal schools, recognizing teaching as a distinct and high profession, we may hereafter have better text-books upon all subjects and also teachers capable of teaching in the best way, even if the manuals for instruction should be imperfect. In all departments of Natural History the best text-books are the objects themselves, of which you would teach.

The earliest instruction of a child in the direct principles of mechanics should begin, we think, at the age of seven or eight years, and at first be incidental, that is, founded on the occurrences of the moment. In his use of little bricks for building, for example, he will have practical lessons, from which the teacher may deduce and render clear to the pupil some of the principal properties of the center of gravity, and of the state of stable and unstable equilibrium. In playing with marbles and balls, opportunities occur for showing distinctly to a child the law of the composition of forces, the accelerating effect of a constantly acting force, the increase of momentum by the increase of velocity, and the like. The laws of elasticity, also, and of the reflection of motion, may be exemplified in the rebounding of balls, the return of echoes, and the use of mirrors. Of course, it will be worse than useless to give to the child simply stereotyped phrases, or vague and indistinct ideas, such as are too often found in popular text-books; but, if the teacher has himself clear ideas on these subjects, he will find the child eight or ten years old ready to receive them. Even the principal laws of optics, of acoustics and thermotics, may be incidentally taught. The optical toys, which are in almost every household, musical instruments, burning-glasses, and the phenomena of dew, rain, frost, and snow, will give the needed opportunities. Only let the caution be continually borne in mind, that it is much better to confess to a child your ignorance of a subject, than to attempt to give an answer to his question while your own views are ill-defined and unsatisfactory.

One of the earliest studies, commencing, perhaps, at the age of seven years, should be geography. Let it be taught, at first, by the aid of a globe, without reference to maps. The immense magnitude of the earth will be apprehended by the child only when, in later years, he has traveled distances that have an appreciable ratio to the earth's circumference. At first he must be content with understanding accurately its form and motions. In describing these, the teacher should be careful to use the globe

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only as an illustration, not as though it were the thing of which he is speaking, else the child will never transfer his conceptions from the globe to the earth. In the course of thirteen years' service upon a school committee we have never found a teacher who gave to the scholars a clear conception of the physical boundaries between the five zones, and but few who even attempted it. The differences of climate and the number of degrees of extent are taught, but the child does not know what appearances of the heavenly bodies decide the position of the tropics and polar circles. Nor do we find that scholars in general gain any clear conception of the actual direction of places. Their views, being derived from maps, are necessarily errroneous. From one of the Holbrook Co.'s globes a child can readily be made to see that a straight line from one point on the globe to another, would always go through a portion of the earth, so that to point directly towards any distant place he must always point more or less downward.

The following extract from the instructions of the school committe in Waltham to the teachers of the sub-primary schools will serve as an example of the mode of teaching geography: "Begin with the globe; set it where the sun may shine upon it; bring Waltham to the top, and make the north pole point to the north. Lay a marble on the top of the globe, and show them that the light and shadow on the marble and on the globe are similarly situated. Explain the roundness of the earth; that it is only a bigger globe, under the little globe, as that is under the marble; and that the light and shade fall on it as they do on the globe and marble, making night in the shadow, day in the sunshine. Give them vivid conceptions of the size of the earth, by showing them how small upon the globe would be the landscape visible from Prospect Hill; how near to the point which represents Waltham would be the point representing the distant Monadnoc. Show them in what countries the sun is then rising, and in what setting, and where it is vertical, by simple reference to the light and shadow on the globe; and, after an hour's attention to other studies or amusements, return to the globe, and show them how the light has traveled round. Show them, according to the season of the year, whether the north or south pole remains in light or shadow all the day. Repeat this lesson at all seasons of the year, but especially do not forget it at the equinoxes and solstices. Explain how reflection from the globe diminishes the intensity of the shadow on the marble, and the reflection from the window-seat partially enlightens the under side of the globe, while there is no window seat under the earth to reflect light upon China and New Holland. Make the amount of reflection from the window-seat more apparent to them by covering it alternately with a black veil and a white handkerchief. In like manner, although the globe will, after sunset, be in the shadow of the earth, there is no larger body below the earth to cast a shadow on our antipodes.

"Take your children occasionally to walk; go on the hills; show them

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how the presence of a brook or river can be foretold from the extent of the valley, the nature of the soil, and the kind of vegetations, whether forests or grass ; show them the roundness of the earth from the increasing dip of the horizon, as you ascend; make them perceive how beautiful the illusion by which we always exaggerate vertical heights, and under-estimate horizontal distances; call their attention to the differences in soils, and in the rocks, and point out the effects of soil and of location upon vegetation."

The earliest lessons in astronomy may be given at a very tender age. As by the globe in the sunshine the best illustration of day and night can be given, so the idea of the moon and her motions is best communicated by procuring a ball a little over one quarter the diameter of the globe, and holding it about one hundred and ten times its own diameter from the globe. If now the moon is visible when the sun is shining, let the pupil lay the side of his head upon the globe, while the teacher holds the ball at the proper distance, in such a position that, to the child, it shall appear to be just over the moon. The sunshine upon the ball will appear to him to be of the same size and shape as the visible part of the moon. The endeavor in astronomy, as in geography, should be to lead the child's mind away from the illustration to the thing illustrated. for this reason it will be with difficulty that the school-teacher can go in astronomy to any advantage beyond the relations of the sun, earth, and moon. In order to give clear conceptions concerning the planets, stars, and nebulæ, the teacher must meet the pupils in the evening, when those bodies are visible. But it is of so much importance that the child should have early a distinct conception of the relations of the solar systems that few teachers would be unwilling to perform this extra labor. Astronomy and geography are to be used as the most powerful of all studies to develop the imagination; that is, the ability to conceive clearly and distinctly unseen phenomena.

Chemical relations are more abstruse than mechanical. It requires some maturity of mind in order to distinguish chemical compounds from mechanical mixtures; and yet, at the age of nine or ten years, the simplest phenomena of chemical change begin to excite the child's curiosity; and it will be greatly to his advantage if that curiosity is gratified with correct explanations and sound principles, instead of being lulled by a plausible pretence of explanation. Oxidation, especially in the forms of combustion and rust, is the most prominent instance of chemical metamorphosis, and will afford to the skillful teacher the opportunity of giving, in what we have called an incidental way, many of the fundamental principles of chemical affinity, atomic proportion, atomic combinations, the stability or instability of chemical equilibrium, and so on. We acknowledge that this implies a large amount of intellectual life in the teacher; but one who is intrusted with the direction of these earliest movements of the expanding mind should be a person not only of some acquirements,

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but of some intellectual vivacity. Nothing more surely characterises a skillful teacher than the ability to seize upon the right moment and the right occasion for illustrating the principles which he wishes to impart. One perpetual danger, it must not be forgotten, attends these essays to give the first instruction to a child—the danger of extinguishing its natural thirst for knowledge. This may be done by diverting the attention to other themes, by discouraging or disgusting the mind with difficulties, or by communicating knowledge in such a way as to puff the child with the conceit that he now understands the whole science of which you have given him some of the simplest rudiments. The art of giving instruction may be compared to that of letter-writing, of which it is humorously said that the great secret is to make the recipient "wish there was more of it."

Inasmuch as botany, while it depends in its physiology upon chemistry, classifies plants solely by texture and form, a knowledge of the common weeds and flowers, trees, mosses and lichens, of the neighborhood, may be given to a child as soon as it is old enough to distinguish them. In the tabular view there is an accidental error, making the incidental instruction in biology commence at a later period than we should advise. From the day that the child enters the sub-primary school we should have it receive oral instruction, illustrated by living plants, if possible, or by dried specimens, or even by drawings, in systematic botany. At first the child may simply be taught to recognize the plants as individuals; so that he may be able to say, "This is a twig of sugar-maple, and this a sprig of white-birch; here is a bird-foot violet, and there a dandelion." But the plants must be recognized out of doors, as well as in the house, that the child may early learn to notice and enjoy the differences of form and color in the general appearance of the growing tree or plant.

In the first volume of Agassiz' Contributions to the Natural History of the United States, he shows that of the six divisions of animals (branches, classes, orders, families, genera, and species), the family is characterized by a resemblance of general form. There is, doubtless a close analogy in the principles of classification that must be adopted in botany, to those which Agassiz develops for zoology. As a general rule, the plants which belong to one family are recognized by a general resemblance of form in the flower, fruit, and seed; while, to distinguish a genus, attention must be paid to detail; and, in the formation of a class, attention must be paid to organization. Hence the family, both in botany and zoology, is the most apparent of the higher groups in classification, and the best adapted, by its obvious dependance upon form, to be the starting point for a child's comparisons, It is not to be brought, as an exception to this remark, that some of the great families contain tribes bearing no obvious resemblance to each other, but rather should this analogy to zoology be taken as an evidence of the necessity of elevating some of the sub-families in botany to the rank of families.

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The second step, therefore, in botanical instruction should be to add to the name of the plant the name of its family, and a perception of the family likeness; so that the child can say, "This is a hazel; it belongs to the oak family, and shows its likeness to the oak in its catkins of staminate flowers, and in the involucre surrounding the nut; this is an alder, which belongs to the birch family, and shows its relation by having both its staminate and pistillate flowers in scaly catkins, having two or three blossoms under each scale." Of course, the teacher must remember the caution which we uttered, in speaking of chemistry, and not allow the child to think that a few words, such as those here given, can embody all the points of resemblance which characterize a family. Much less should the child be permitted to learn any truth of this kind by rote. Verbal memory has an important place in a true scheme of education, as we shall endeavor to show in our next article. But the very object of introducing geometry, botany, and zoology, into our course of studies is defeated, when the pupil is required to commit the words of the text-book, or formulas given by the teacher, to memory. Yet, so accustomed are some teachers to this mode of instruction, so incapable, apparently, of conceiving of any better plan, that we have known a teacher require her pupils to repeat the words of Dr. Oray's "How Plants Grow;" evidently thinking that she was using, while she was abusing, that excellent little book.

The book just named may be taken up, as the third step in botanical study, at the age of ten or twelve years. If deferred to a later period the study becomes distasteful, as the habit of observation becomes weaker from the distraction of the mind by other cares. It is easy to give to the child, during the ten years between five and fifteen, a perfect familiarity with three or four hundred species of common plants, such as he meets in every walk. This labor spread over so long a series of years would be by no means onerous; and the names and facts impressed upon the mind in that tender period will never be forgotten. If it be objected that there is no text-book prepared for the use of children too young to use "How Plants Grow," we reply that the plants themselves should be the text-book. The only artificial help in teaching botany to children in the sub-primary school, which, we think, would prove really valuable, would be a series of thirty or forty charts, each containing the illustrations of some one important family,—magnified drawings of the peculiarities in the organs of fructification characterizing each family,—with perhaps a drawing of a few of the common species.

Zoology is not forced upon the child's attention so frequently as botany in the natural world. Yet, from the motion, and still more from the intelligence, of animals, they are even more interesting to the child than plants. Moreover, although physiology demands a knowledge of chemistry, yet the classification of animals, like that of plants, depends principally upon organic structure, and upon the relation of the creatures to the outward world. The child of five years old is, therefore interested to

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notice the difference between animals, and to learn their names. In a country school-house, in the month of May or June, it may be that the songs of thirty or forty different species of birds are heard in the course of a single day. It would be no waste of time, but, on the contrary, a thing of inestimable value, should the teacher enable his pupils to distinguish these birds by their song, learn their appearance and habits, and the families into which they are grouped. The fear is sometimes expressed, by our poets, lest a scientific acquaintance with flowers should destroy their beauty; and lest the song of the bird might have less melody when the songster had had been burdened with a barbarous Latin name; but among our acquaintances we have not found these fears realized. On the contrary, a thorough scientific acquaintance with the beautiful objects of nature only increases the pleasure which we take in beholding them. The syntactical parsing and metrical analysis of an ode will not injure our appreciation of its melody and its sentiment, provided the composition has true lyric merit. The beautiful in nature will bear the closest criticism, and the longest investigation, without ever "palling upon the sense." "Nature," says the Concord seer, "never became a toy to a wise spirit." The wisdom and beauty, embodied in each organic work of nature, is "not only vast, but infinite," so that there is no possibility of exhausting it.

The insects in any given country are, at least, as numerous as its plants. The mysteries of insect transformation, the wonderful mechanical instincts that many of them display, the brilliancy of the colors of some, and the pertinacity with which others thrust themselves upon our notice, render insects peculiarly fitted to engage the childs attention, and to serve as a basis for incidental instruction in zoology. In this class of animals the orders are more conspicuously distinguished than the families; and it will, perhaps, be best to content one's self, at first, with teaching the child to refer insects to their orders. Insects are so easily preserved in their natural appearance, that we should suppose each school might have a small collection of the most common species to be seen in the neighborhood, grouped in their orders and families, to serve as a reference for any insect which the child might catch and bring in. We are aware of the vastness of the field of zoology, and of the impossibility of a child learning to regnize more than a very small proportion of the insects of his neighborhood. Yet, on account of this very magnitude, we would say, let his attention be early directed to this field; so that, if it should prove to be one in which he is peculiarly fitted to labor, he may have the advantage of an early beginning. We would also repeat the caution to be exact in the ideas which are given to the pupil. The main object in these first scientific lessons must be to induce the spirit of exact, patient observation; calling the child's attention to differences as carefully as to likenesses, and to the fact that the likeness in one part does not necessarily imply a likeness in other parts. The foliage of two trees may be almost identi-

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cal, while the flowers and fruit are exceedingly diverse. While this spirit of patient and exact observation is cultivated, general principles, already discovered by the inductive philosophy, and firmly established, may incidentally be placed before the mind of the pupil, a clear guide to his sense and reason.

Comparative anatomy will thus be naturally begun at an early period. The homology of the parts in vertebrate animals with those of the child's own body will naturally be the subject of continual lessons, and the difference between these, or the organs of insects and crustaceans, must also be pointed out. Human anatomy and physiology have been introduced into many of the schools of New England during the last fifteen years with very great zeal; they would be much more effective, more interesting, and more valuable, if they were preceded by the lessons concerning which we have now given these brief hints. It is against the course of nature to call the child's attention too early to the functions of his own body. A better result, intellectually and morally, might be attained if the teachers and parents took care of the diet and exercise of the child, his clothing, and the temperature and ventilation of the rooms in which he sleeps and studies, until at least the age of thirteen to fifteen years. The mind would then have been prepared by previous studies for understanding the subject intellectually, while the greater development of the observing powers would prevent the danger of premature and excessive habits of mental introversion. The study of our own bodies approaches nearer to psychology, forming a natural introduction to it, and should, therefore, come last in the studies of Natural History. The study of anatomy and physiology naturally and inevitably leads the child to a psychological investigation into the facts of consciousness involved in the exercise of many of the functions of his own frame. In the tabular view the words Anatomy and Physiology ought to extend into the first year of the high school.

The importance of beginning botany and zoology in the very earliest years of school life, as we intended to have placed them in our tabular view, cannot be fully estimated without taking into consideration also their connection with the other branches of education. The habit of constant, attentive observation, surely learned in no other way than through early practice in these sciences, is of immense value in every walk of practical or speculative life. The habits of animals, and the manifestation of their various gifts of instinct and intelligence, are the best stimulants and aids to psychological research, as we intend hereafter to show. So, also, in theology, there is nothing more certainly adapted, in a scheme of intellectual education, to foster reverential views of the being and providence of God, than to observe the lilies of the field how they grow, and to consider how He openeth his hand and satisfieth the desire of every living thing. But this consideration will be brought again into notice when we approach the fifth division of our hierarchy.

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In their relation to the mathematical and to the artistic culture of the child, botany and zoology have also a peculiar value. Leaves and flowers, and insects, are admirable objects, from which the child may make his first attempt at drawing,—and the forms of organic life constitute the most beautiful of the unsolved problems which are now presented to the geometers of our race. The pressed leaves and mounted insects, kept in the school-room as types and standards for botanical and zoological reference, may also be used as drawing-patterns of the highest excellence. The insects could not be safely removed from the glass case in which they should be kept; but the pressed leaves, as being more easily replaced, if injured, might be taken to the child's desk, or to the blackboard. Nor is it unworthy of notice that the exercise of recognizing birds by their notes is of great value in the cultivation of a quick and exact musical ear.

Finally, among the prominent advantages of this early introduction of the study of Natural History, must be placed the fact that it accords with the child's tastes, as well as with the natural order of intellectual development. All children are pleased with crystals, plants, flowers, insects, birds, and beasts, and are interested in intellectual and spiritual truths only when dressed in living figures. By following, therefore, the example of Nature, and speaking in parables to those who cannot understand the truth in other forms, we not only adopt the most successful mode of conveying the truth, but one of the most efficacious of all modes to afford the child the means of present and future happiness.

Of the course of instruction above the primary schools we need not particularly speak, since the general principles are easily applied to the whole course. We should simply say, that, in proportion as the pupil's mind enlarges, the course of physics should deal more with general laws, and less with the details by which those laws are established. This is, of course, on the supposition that the education is designed for the general purposes of liberal culture. Physics and Natural History have been unjustly neglected in many plans of education; but it would, by no means, restore the course of study to a right balance, if, after introducing these sciences in their proper place in the earlier years of school life, we should afterwards allow them to expand and fill the years of the collegiate term, when the student ought to be more fully employed in political, psycological, and theological inquiries. In the grammar and high school, after a proper preparation in the younger grades, we can readily give as much of the mechanical sciences as it is profitable to teach to those who have no special aptitude for the studies. With the preparation now given in the primary and sub-primary schools, this is impossible; and a part of the collegiate course is of necessity occupied in giving instructions in the physical sciences better adapted to children than to youth. The preparation of such excellent text-books as Guyot's Earth and Man, and of Agassiz' and Gould's Zoology, is thus rendered a thankless work; these books

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which are adapted for the widest usefulness, are, by the insufficient preparation of the younger scholars, confined to a few of the more advanced high schools and academies. Changes in the system of public education are usually made with difficulty, and it is, doubtless, well that it is so; since otherwise our schools would suffer even more than at present, from the eccentricities and errors of those who have control over them. At present the legal guardians of the school, the teachers, the scholars, and the parents, constitute four classes, who resist any change, whether for better or for worse. In the changes which we are, in these papers, advocating, the difficulty will be still greater, from the fact that the proposed alterations imply an alteration from the very beginning of the educational course; and our views concerning the high school are perfectly impracticable, unless the children in the high school have been from infancy accustomed to exact observation, rapid and accurate conception, and familiarity with the results of cautious and sound inductive reasoning. So far from this being the case in the ordinary schools, that we may more truly say the child is taught to neglect observation, to abstract his mind from things to books, to repeat words without clear conceptions, to adopt the results of hasty and unsound speculations. If the reader think this language too strong, let him reflect that into not one school in a thousand are crystals, minerals, plants, insects, etc., brought for examination;—let him remember that among the teachers not one in twenty even knows the difference between a moss and a lichen, a bug and a beetle, a moth and a butterfly, and not one in fifty but would reprove a child for bringing such things into the school-room;—let him recall the fact that, in spelling, the child is systematically taught to deny the truth of his own sense of hearing; so that, by the age of fifteen, nine-tenths of our children have begun to hear, in the spelling and in the pronunciation of words, sounds that do not exist, and not to hear sounds that are distinct;—let him remember that, in the majority of schools, drawing is not taught, and, when taught, it is usually drawing from a copy, so that it feebly exercises the observing powers, or it is inventive drawing, which does not develop the observing powers at all;—let him remember how much time is given to arithmetic, not to counting beans, arranging them in groups, etc., but to abstract arithmetic, which, even in its so-called practical examples, usually excites the conception only of the names of number, or of the appearance of the Arabic notation; to arithmetic, which was introduced into the primary schools only after a long struggle against the tyranny of grammar, and has now become King Stork more intolerable than than the King Log;—let him remember that geography is the only science of observation in our schools, and that geography is often a mere getting of words by rote, and even at best, in the primary schools, only occupied with the observation of maps, instead of the observation of things;—let him remember all this, and he will, at least, see how poorly the primary and sub-primary schools prepare the child for any scientific studies in the grammar and high school.

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For this reason, in all these papers, we occupy ourselves more especially in indicating what we conceive to be the true mode and time of beginning each study, and pass by the studies of the high school and college; not that we take less interest in the studies of the more advanced student, but because we are convinced of the absolute necessity of beginning well, if we would produce the highest educational effect. Each day's mental state depends, in part, upon the previous education; and we cannot say how early this process of education begins to influence the mental development. For our part, however, we have long held, what we find to have been the opinion of Comenius (Amer. Journ. of Ed., vol. v., p. 281), that education begins before birth, and is received through the mental and physical condition of the mother.

MORAL AND RELIGIOUS INSTRUCTION.

"He that opposes moral and religious instruction in our schools is a virtual enemy to himself, to the world, and to God. When the world is fully enlightened it will thrust such a one from society, even as Vulcan was thrust from Heaven for defending wickedness.— *A. Pickett's Opening Address before the Teachers' Association at Madison.*

What a mass of bigoted inhumanity is condensed in these few words? Why go so far back as to borrow a lame likeness from the Greek Mythology? Why not burn "such a one" at the stake of the Christian Dominicans? Could not any one oppose "the moral and religious instruction in our schools," because he thought it was not in the right place there? And now I declare myself such a heretic, or outlaw, regarding religious instruction, of course expecting a less severe judgment of the enlightened world.

According to Webster, the words "moral," and "religious," are of a quite different meaning, and ought not to be used as synonymous. Morality is the complex of all virtues, and should be taught everywhere; while religion always refers to a certain creed which a certain portion of makind has about a Supreme Being, or God; although every religion has its code of morals, which is embodied in and adapted to that creed. Morality belongs to all men alike—is the same with all men, while religion embraces only those who participate in the same creed, or idea of God. If, now, in a commonwealth like ours, men of different religions have the same rights, as citizens, how is it possible that any religious instruction could be given in the common schools? It is utterly impossible; and, therefore, the Constitution of the United States, and of our own State, guaranteeing the freedom of conscience, forbids all sectarian instruc-

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tion; yea, the Statutes bind the Superintendent of Public Instruction, under oath, to oppose the same, and to see that no sectarian text-books are used in our schools.

But every religion, compared with other religions, is sectarian, and this word by no means comprehends only the different confessions and denominations of a certain, *i.e.*, of the Christian religion. The freedom of conscience, however, cannot be encroached upon by the vote of the majority, because it is the inalienable birth-right of man. Nobody will dispute the above-stated averments, either regarding the logic or the etymology. We find, however, down East, the legal enforcement of using the Bible as a text-book of morals, of teaching religious piety, and of opening the schools with prayer. And even here, out in the far West, we meet everywhere with the intention to follow suit. The Superintendent of Public Instruction, as well as many of the teachers of Wisconsin, The Journal of Education witnessing this fact, urge the conversion of our free common schools to sectarian institutes of the Protestant confession of the Christian religion, by making similar propositions. Are not, then, the Catholics right, who oppose openly the free common school system in order to have their portion of the public funds for school purposes assigned to themselves for Catholic schools? Have not the Jews, a considerable and honorable portion of our citizens, the same right? Are not the Pagans, or even Atheists, entitled to the same demand? Common justice would answer—they are.

But, can this be done without destroying our whole free common school system, which works so admirably, notwithstanding it is tinged with that religious atmosphere in some parts of the country? Let us save that glorious system untouched, as the Constitution guarrantees it, in order to avoid the union of Church and State as a Church-establishment, wherewith the freedom of conscience is lost, and then, of course, every social and political liberty is gone. All these things,—praying in Congress and Legislatures, praying in schools, laws to enforce the holy keeping of the Sabbath, religious instruction in schools, the use of the Bible in the same as the word of God—are, indeed, but preparing the way for such an event. He who has felt the incubus of a Church-establishment himself is best prepared to judge about that liberty-destroying monster. But the union of Church and State, and the baneful influence of the Church, which the same wields over the masses by the religious instruction in the common schools, is the reason that despotism holds the people of Europe in shameful bondage, is the sole reason of the possibility of its existence.

And another very important argument against religious instruction in schools should be very well considered. The question might arise, which confession of the Christian religion would come victoriously out of the quarrel which would necessarily follow if religious instruction was introduced in schools? Would it be Protestantism, with its many denominations, whose very principle of free inquiry destroys any authority? or

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would it not rather be Catholicism, centralized in the authority of the church, and strengthened by that so infinitely? Have we not already the show of a grand Catholic officiating at the opening of Congress? Do we not see our President and Cabinet present when Archbishop Hughes dedicated a Catholic church in Washington?

We ought to do what we can to keep the mind of the young generation free from any religious influence, at least, in schools. We owe it to the names of the immortal framers of the Constitution. We owe it to our descendants, who have a right to expect that we deliver to them the liberty which our ancestors won for us.

And, again, I ask, have they more morality down there where they have Bible reading, prayer, and religious instruction in schools, than here, where they have it not? The statistics of prisons, and poor-houses, and of crime generally, answer in the negative. Why, then, in the name of common sense, should we give an opportunity for religious quarrels by favoring an unconstitutional introduction of religious instruction in our free common schools? I shall abstain from giving the incompatibility of the Bible, as a reading book in schools, or as a text-book for morals, and simply ask if there is any teacher in the whole country who would take the responsibility of giving that book into the hands of his pupils indiscriminately without burdening his conscience with the fear that the unsuspecting mind of the young reader might receive impressions which would spoil it for a lifetime? The prayer at the opening of the school, is, at the best, a waste of time which ought to be devoted to other ends, for a pupil, attentively reading the Bible, could soon prove to his teacher that the Bible itself forbids public prayer; the philosophical mind of another could puzzle the teacher by asking how prayer could encroach upon the eternal laws of nature. A third, perhaps, a little versed in politics, would show its unconstitutionality.

At length religious instruction can be given by any teacher, but according to his special religious creed, except he be a hypocrite, or, what is the same, a knave, and is, therefore, sectarian anyway; thus constitutions and statutes forbid the same. The address of Dr. E. G. Kelly before the Essex County Teachers' Association, at Danvers, Oct. 14th, 1859, treats the same subject; and I agree generally with him, although I disagree with him somewhat concerning the Bible. You may read the address in the Newburyport Herald, or an extract from the same in the Boston Investigator of Nov. 30th, 1859. B. O. ZASTROW KUSSOW.

CEDARBURG, Ozaukee Co., Dec. 4th, 1859.

IT often happens that those are the best people whose characters have been most injured by slanders.

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TEACHERS' EXAMINATIONS.

The commencement of every new school year brings with it a season of teachers' examinations—I do not mean the annual farce of calling the teachers together to see which can answer correctly the greatest number of set questions, and where, as at all school examinations, the most brazen faced always come off with "the highest honors"—(as though there could be any true test of a person's "ability to teach" aside from actual trial in the schoolroom)—that is not the examination I refer to, nor the one I deem most important; but rather that rigid *self*-examination, that close scrutiny into the heart, scanning well all its secret springs of thought and action, that every true teacher must feel who realizes as he ought the importance of the position he occupies.

To the mind of the teacher, often, and especially at the beginning of each term, such questions as these will arise: Do I fully realize the extent of the influence I daily exert over these youthful minds? that day after day impressions are made that never can be effaced? Am I careful that as the mind expands, and new thoughts and facts are being constantly received, that these shall be intermingled with such as are calculated to make the scholar better as well as more learned? Are his moral as well as intellectual and physical powers being properly educated? Above all, am I sufficiently watchful over myself that every thought, word and action as exhibited before my pupils, be such as may be safely imitated?

The teacher's mission is an important one. In the schoolroom impressions are received and characters formed that last through life—nay, more, that will endure as long as the mind itself shall exist. Each day is as it were, a blank page upon which ineffaceable characters are to be written, and he who would rightly enter upon its duties should himself first receive instruction at the feet of the Great Teacher. F.

HOME CONVERSATIONS ABOUT SCHOOL.

Now, my dear children, come, we will sit down together and talk for a few moments about school. Your mother has a great deal to do this morning; hurry; get together quickly; I have no time lose. It is Monday morning—washing, dinner, and the duties of the week say there must be no delay. You are now for the first time to leave home for direct instruction. I shall be thinking about you and praying for you all day; and oh! how anxious I am to have you obey your teacher, and set a good ex-

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ample for the rest of the pupils. I have spared no pains to teach you the principles of correct action. I believe, aye, I *know* you are truthful. You know what it is to equivocate, and yet, I am happy to know that you have not learned to do so. You have heard vulgarity and profanity in the streets, and from children with whom you have played, and yet you are free from the use of it. You go now among boys and girls who may not have had the care and attention bestowed upon them that you have. Your mother will not be there to watch the influence of all the novelties, and warn you of the dangerous ones.

You may hear improper language; you may see queer actions, some may be unfair in their play—they may deceive and prevaricate; others may be abusive if you do not enter into their sports; if you do not approve of all they do, they may be offended, and laugh you to scorn. You will not be entirely unprepared for this. They may call you cowards and ninnies, if you will not box or throw each other down. You will have thoughts and feelings after this which you have not had before; remember them. I hear that Miss Newcomb, who is to be your teacher, is a lady of experience, rare qualifications, and extraordinary refinement. I shall make her acquaintance very soon. From what I hear she will exact the strictest obedience, and upon the slightest misdemeanor. See to it, dear children, that you encourage her by perfect conduct, noiseless study, and ready attention. Remember her instructions of to-day. Retire now into your closets, ask God to guide you by the influence of his Holy Spirit to do what is right; watch yourselves closely, and this evening bring me a clear report.

Now a kiss—good bye—away to your closets, and then to school.

SALARIES OF FEMALE TEACHERS.*

"THE same amount of labor should be remunerated with the same amount of money, whether the work be performed by man or woman." This sentiment has been most courteously forced upon me that I may present it in such a light as to place before your minds some thoughts for the consideration of the members of this Association. I am aware in so doing I am only bringing old truths to your remembrance; for the subject is one on which it would appear that every idea possible had been long since advanced. But, although it has been agitated, and so long

* Read before the Walworth County Teachers' Association, Dec. 27th, 1859.

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agitated that both sides seem nearly, if not quite, threadbare, I conclude there must be some part—it may be in its very center—which has not yet been reached, or you would not have desired its discussion here. Every enterprise or department of labor or trade should be remunerated in proportion to the amount of capital employed. This *all* will admit, and, therefore, it simply remains for me to apply it to my subject. We mention first the expenditure, in a monetary view, requisite to prepare persons to impart instruction, in a given degree, is the same in each individual case. Also, that the time necessary to the full development of those faculties of the mind which are absolutely essential to our improvement in any one thing, and without the proper expansion of which there can be no true teaching, must be equally long. Again, the labor expended in bodily toil, the closeness of application, rigor of discipline, and every other demand, must be dealt out under the same stern rule, let it fall on man or woman. If, as some claim, the weaker vessel doctrine be applicable to the mind of woman, it must, of necessity, require more capital of time, labor, and money to raise her to the position requisite to the performance of the equal amount of labor demanded. If this be true, that the same amount of outlay of money, time, and labor be demanded to prepare a woman for the work of teaching as to prepare a man, then most certainly ought she to receive equal remuneration.

It is a sentiment to which the heart of man responds in nearly every act of life, "that we recompense according to the good done." If I snatch a child from the flames, and thus save his life, although at the same time endangering my own, am I not deserving of as many thanks as hough I possessed the sterner qualities of a man? If, in any given instance, woman is deserving of as great an amount of gratitude as man, is she not as much entitled to an equal recompense where it is presented in a tangible form as material aid? This holds true in all cases, whether in the labor of the mind, or body, or both. Take, for example, teaching. Is not the same benefit derived by the pupil when the instruction is imparted by a woman, with all the gentleness and affection known only to her, as when by the coercive power of man?

What is the true object of teaching? Is it not inciting to right action by culture of right principles implanted in the mind and heart? The heart, which is the fountain from which emanates every desire, either of good or evil, *must* be reached. The cause of error must be removed before we begin to work against its effects. The seeds of vice and ignorance already germinated within the heart, must be eradicated, and in their place the tree of knowledge must be rooted and grounded, which shall produce the friuts of Virtue, Truth, and Justice. The mind is placed in the hands of teachers, "as clay in the potter's hands," and they mould it as they

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will. They elevate it and expand its desires and capabilities to the capacities and enjoyments of an angel, or they destroy all that is good within it, and make it a demon. This can only be done by line upon line, precept upon precept, example upon example, by being in reality what we seem to be. We must be instant in season and out of season, never wearying of well doing.

Who more fitting to do this great work aright than woman? That woman can more effectually reach the heart than man, is granted by all. Let a man gain the affection of a child, to the very best of his ability—there are chords which can be vibrated only by the gentle touch of woman; there are doors within their heart of hearts which are too sacred for the entrance of any save woman. If, then, woman is capable of doing the same amount of good, she ought to be remunerated accordingly. We ask not for woman's rights as they are loudly called for by some; we seek no admittance to your Halls of Congress, and Legislative bodies—such we leave for men to fill. But we not only ask, but *demand* that where we perform the same amount of labor that you do, we may be equally rewarded. Give us this and we are content to toil on in our noble work, and so educate the youth that we may speak through them; that we being dead may in and through them live. And we ask it as a right,—for, if the conclusions which have been drawn are true, then, in all Justice, woman should be remunerated the same as man for an equal amount of labor performed.

LIZZIE BRADFORD.

THE QUIET SLUMBER.

Lay him gently to his rest;
Fold his pale hands on his breast;
From his brow—
O, how cold and marble fair—
Softly part the tangled hair:
Look upon him now!
As a weary child he lies,
With the quiet, dreamless eyes,
O'er which the lashes darkly sweep,
And his lips the quiet smile—
The soul's adieu to earthly strife—
And on his face the deep repose
We never saw in life.
Peaceful be his rest, and deep:
Let him sleep.

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No tears for him! he needs them not:
Along life's drear and toilsome road
Firmly his manly footsteps trode,
Striving to bear his weary lot,
With such a pride upon his brow,
With such a pain within his heart,
The firmness of a manly will
Vailing the secret smart.

O, it is well the strife is o'er,
That thus so peacefully he lies,
Unheeding now the bitter words,
The cold, unpitying eyes.
Fold his mantle o'er his breast;
Peaceful be his sleep, and blest:
Let him rest.

No sigh to breathe above his bier,
No tear to stain the marble brow;
Only with tender, pitying love,
Only with faith that looks above,
We gaze upon him now.
No thought of toil and suffering past—
But joy to think the task is done,
The heavy cross at last laid down,
The crown of glory won.

O, bear him gently to his rest—
O, gently heap the flowery sod,
And leave his body to the dust,
His spirit to his God.—*Student and Schoolmate.*

ÆSTHETIC EDUCATION.—III.

SOME OF ITS RESULTS.

Thus, in these random articles on art, have we endeavored to show, I., its unappreciated utility,* and II., the practicability† or the possibility of making it universally useful. In the present number we propose to pre-picture the possible results of universal æsthetic education.

* February No., 1859. † June No., 1859.

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There is a conceivable state of society in which humanity has its whole nature educated—all the powers developed to the greatest possible perfection. In this possible state of society the education of the innate faculty of enjoying the beautiful would not have been neglected. In such a community we could not say what art would be, but we think it would not be what it is at present,—full of the tricks and peccadillos of pseudo orators. In painting there will not be such a passion for old works, merely because they are old, not because they contain any "lost art," but are verily no better than the daubs the house-painters palm off as "originals." In sculpture we should have less of hideous and more of the loveable, and that in a less stilted style. In architecture—the natural outgrowth of beauty upon utility, and the only art, except music, cultivated to any extent in this country—there would not be so much ostentation, and so little real fitness. There would not be such utter disregard of the harmonies of form and color. Architects would not be so culpably ignorant of that architectural language which has been eliminated from the forms of nature by the toils of nations for ages,

"And graven in the rocks forever."

If they understood the language of their art, there would not be in rural architecture this perpetual discord and expensive war between nature and this art; in public architecture there would not be so much senseless ornamentation, and the true ornament would not be covered by broad, black, and glaring signs, which perform the same office for the street the showman did for the picture when he said: "This, ladies and gentlemen, is a picture of Daniel in the lion's den. Daniel may be easily distinguished from the lion by the green cotton umbrella he carries under his arm." Perhaps there is a necessity for these unarchitectural signs; they certainly perform the prime office of masks, showmen, and green cotton umbrellas. If so, they should be woven into the architecture so as to make a harmonious whole. In poetry, in music, in engraving, in dancing, in landscape-gardening, indeed, in all art, if art is all that elevates, refines, and ennobles the life. There would be less that is arbitrary, and more of the spirit of republican institutions—an exultant liberty.

„I dream of all things free, of a gallant, gallant bark
That sweeps through storm and sea like an arrow to its mark;
Of a stag that o'er the hills goes bounding in its glee;
Of a thousand flashing rills—of all things glad and free.
My heart in chains is bleeding, and I dream of all things free."

We have said that art is the only universal language. It is not only so, but it is the only door left open to the minds of oppressed millions,—

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it is the only vehicle for the conveyance of free thought to their cultivated but ignorant minds. It treads upon an avenue which tyrants dare not, cannot obstruct. Let us fill this vehicle with all that makes our country, our institutions, our history, grand and glorious. Let us have a new school of art, "an American school," which shall be as grand as our prairies, as free as our institutions, as progressive as our history. Let us but do our duty to and through art, and we shall send an earthquake wave under the propped up monarchies of Europe, which shall topple them into oblivion, that eternal prison house of the past.

There is dawn upon the horizon as well as darkness. The sad privation of Ruskin should be transposed. There is the dawning of a brighter day. I see it in the last great work of "the great Church." I behold it in some of the works of the American sculptors. I hear in the lovely psalm of the Quaker poet:—

"And so the shadows fall apart,
And so the west winds play,
And all the windows of my heart
I open to the day."

G. B., ARCHITECT.

Superintendent's Department

OPINIONS, &C., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(*Continued from the January Number.*)

Q. In the division or alteration of districts, can the Town Superintendent draw an order upon the Treasurer of the District whose territory has been diminished, in favor of the District formed by him?

A. He can not. The law provides that, when a new district is formed in whole or in part from one or more Districts possessed of a school-house, or entitled to other property, the Town Superintendent shall, at the time of forming such new district, ascertain and determine the proportion of the value of the school-house and other property justly due to such new District. Deducting from this amount the same proportion of any just debts due from the old District, the Town Superintendent must certify to the District Board of the old District the balance, as the amount justly due from it to the new District. Upon receipt of such certificate,

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it is the duty of the District Board to assess and collect, by tax upon the taxable property of the District, the amount certified by the Town Superintendent, in the same manner as other District taxes are collected. As soon as collected, the money must be paid over to the new District.

Q. How must the money, collected and paid over as above, be used by the new District?

A. It must be used in building a school-house, and for no other purpose. The amount received on account of each individual tax-payer, ascertained by determining his proportion of the taxable property set into the new District, may be passed to his credit in abatement of any tax levied for building a school-house.

Q. If the amount received on account of any individual tax-payer exceed his proportion of the tax levied for the purpose of building a school house in the new District, can he draw the balance in money from the Treasury of the new District?

A. He can not. The money paid to the new District on his account can be used for no other purpose than for building a school-house.

Q. Has any person, set from one district into another already organized, any claim upon the district from which he was set, on account of his interest in the property in his former district?

A. He has not. It is presumed that interest acquired in the District to which he is attached will balance any loss of interest in property in the District from which he is removed.

Q. Does Section 54, School Code for 1859, or Section 54, Chapter 23, Revised Statutes, refer to apportionment made by State or Town Superintendent?

A. Evidently to apportionment made by by Town Superintendent, as the State Superintendent apportions only to Towns and not to Districts.

J. L. PICKARD,

State Supt. Pub. Ins.

NOTICE.

As it is my purpose to visit, so far as possible, the several counties of the State, I hereby invite correspondence upon the subject with officers of County Teachers Associations. Address, J. L. PICKARD, *Madison, Wis.*

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Mathematical Department.

Solution of Problem No. 17.—Let $\frac{x^2}{y}$=the first number, x the second, y the third, and $\frac{y^2}{x}$ the fourth number; then from question $\frac{y^2}{x}-x=24$. Clearing of fractions, $y^2-x^2=24x$. From another condition of the question, $\frac{x^2}{y}+\frac{y^2}{x} : x+y :: 7 : 3$; which converted into an equation equals $\left(\frac{3x^2}{y}+\frac{3y^2}{x}=7x+7y.\right)$ Clearing of fractions and dividing by $x+y$, $3x^2-3xy+3y^2=7xy$. Transposing, $3x^2+3y^2=10xy$; multiplying equation first ($y^2-x^2=24x$) by 3, and subtracting the product from equation second ($3x^2+3y^2=10xy$) $6x^2=10xy-72x$; dividing by $2x$, $3x=5y-36$, $x=\frac{5y-36}{3}$; substituting this value of x for x in equation first, and clearing of fractions, $9y^2-25y^2+360y-1296=360y-2592$; Transposing, $16y^2=1296$. Then $y^2=81$, $y=9$. From equation first $x^2+24x=81$. Adding 144 to both members $x^2+24x+144=225$. Extracting square root, $x+12=15$, $x=3$. Then $\frac{x^2}{y}=1$, and $\frac{y^2}{x}=27$. The numbers, then, are 1, 3, 9, 27.

W. B. RYDER.

Solution of Problem No. 17.—Let x be the first number, xy the second, xy^2 the third, and xy^3 the fourth. Then, by the question, $x+xy^3 : xy+xy^2 :: 7 : 3$. Therefore, $3x+3xy^3=7xy+7xy^2$. Dividing by x, transposing and factoring, gives $(y-3)(3y^2+2y-1)=0$; from which we find $y=3$. According to the problem, $xy^3-xy=24$. Substituting in this equation, the value of y gives $x=1$. Hence the required numbers are readily found to be 1, 3, 9, and 27.

L. CAMPBELL.

Problem No. 34.—A cone 3 feet in diameter at the base, 150 feet altitude; required the length of a rope 1 inch in diameter commencing at the base and coiled around so as to cover the entire surface of the cone.

DARWIN WOODWARD.

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Problem No. 35.—Required the greatest rectangle that can be cut from a semi-ellipse, the greater diameter of the ellipse being 10 inches, and the less 6 inches.

Problem No. 35.—Given $x^2+x\sqrt{x}=\frac{5}{\sqrt{x}}-8$ to find x.

Problem No. 36.—The number of cubic feet in a certain globe added to the number of square feet in a circle of the same diameter is equal to 1000 diminished by twice the diameter of the globe. Required the diameter of the globe and the area of the circle.

Ed. Journal.—I send the following rule, found in Geometrical Progression in Adams' New, and other arithmetics, requesting an explanation of the reason of said rule: "When the first term, the ratio, and the number of terms are given to find the sum or amount of the series, raise the ratio to a power whose index is equal to the number of terms, from which subtract 1, divide the remainder by the ratio, less 1, and the quotient, multiplied by the first term, will be the answer." We know that the above rule will give the required result, but why? Why do we raise the ratio to a power whose index is equal to the number of terms? Why do we subtract 1? Why do we divide the remainder by the ratio, less 1? Why multiply by the first term? It is too common a practice to be satisfied with getting the pupil so that he can perform the examples by the rule, and leave the reason of the rule unexplained, when the reason is what is most wanted. W. R. Patchin.

[We are obliged to omit a number of problems and solutions on account of delay in obtaining the necessary cuts.—Ed.]

Music.—There is something very wonderful in music. Words are wonderful enough; but music is even more wonderful. It speaks not to our thoughts as words do: it speaks straight to our hearts and spirits, to the very core and root of our souls. Music soothes us, stirs us up; it puts noble feelings into us; it melts us to tears, we know not how; it is a language by itself, just as perfect in its way as words: just as divine, just as blessed.—*Kingsley.*

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Editorial Miscellany.

PERSONAL.—Having received an appointment to the office of "Assistant Superintendent of Public Instruction," the undersigned has tendered to the Board of Editors his resignation of the position of Resident Editor of the Journal, and his connection with it will cease upon the selection of his successor. Until such selection, he will continue to exercise a general supervision over the publication of the Journal, and will employ competent persons to perform the necessary labor. All communications relating to the Journal may be addressed as heretofore, "Journal of Education, Madison, Wis.," and the private address of the undersigned will, until further notice, be "Madison," instead of "Palmyra," as heretofore.

A. J. CRAIG.

MADISON, Jan. 10th, 1860.

BURLINGTON, Racine Co.—We learn from the Gazette that the Union School opened for the winter term on the 9th ult, with two hundred pupils, and more in prospect.

LAWRENCE UNIVERSITY.—The winter term of this excellent University commenced on Thursday of the present week. We are informed that the University has never before opened with so large a number of students as the present Term. Parents! Appleton is the place to send your children.—*Appleton Crescent.*

DANA P. COLBURN.—In our last issue we noticed the sudden death of this gentleman, and we now quote the following brief notice of his career from the New Hampshire Journal of Education:

"Mr. Colburn was born in West Dedham, Mass, in 1824. At the public schools he was marked for his earnestness in study, and his fondness for mathematics. At the Normal School in Bridgewater he attracted the attention of the Principal, the late Mr. Tillinghast, and of Mr. Mann and Dr. Sears, by both of whom he was employed to instruct in the Teachers' Institutes of Massachusetts. In 1855, when only thirty-one years of age, he was appointed principal of the R. I. State Normal School, which, although a new institution, had already, under his management, taken a high rank, and attracted to itself many pupils from other States. He had prepared several text-books upon Arithmetic, all strikingly marked with the characteristics of his own felicitous method of instruction. His mind seemed to reach conclusions with the rapidity of intuition; and yet the reasoning process was always there, and he could trace it out, and lead the charmed and wondering pupil through it. And yet, he was not a mere mathematician. Hearing him in-

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struct a class in any department, you would think that must have been his favorite study. A correspondent of the Providence Post very truthfully says: 'He had a singularly quick and alert mind, great professional enthusiasm, a transparent countenance and kindling eye, a fine command of apt language, and great powers of illustration, aided by extensive knowledge both within and outside his special circle of studies. With these rare gifts for teaching, and a high reputation as an author, he was far from being a pedant or book worm. He had fine conversational talent, ready wit, and a fondness for the play of ideas and words, as well as for manly sports and social gatherings, which made him a favorite companion in many widely different spheres of acquaintance. All these qualities seemed in him the natural overflow of an uncommon fullness and exuberance of life, which must seek expression alike in faithful performance of duty, and in all the sportive activities of his leisure hours.'

"With large plans for a busy and joyous life, in the prime of early manhood he has been smitten. He was working well. Those who knew him best, believe that, being fully prepared for his sudden departure, he has entered the eternal rest."

GLOBES.—It is pleasant to observe that artificial globes begin to be appreciated in this country. Hitherto they have been much neglected, even by those who take a deep interest in education. In Europe the fact has been the reverse, especially on the continent. There is scarcely a respectable family of literary or scientific taste in France, Prussia, Bavaria and Saxony without at least a terrestrial globe, which is considered necessary to read even the daily journals intelligently. In the same countries there is scarcely a school at all without a pair. No sooner has a German or French child learned the definitions in his geography than his young mind is exercised on the artificial globe, so that the relative distances of places may be indellibly impressed on his memory. In recent years, England has gradually, though too slowly, been introducing the same plan. Our turn has come at last; and when we begin we do things in earnest. It is quite a favorite habit in the North to sneer at Southerners for their alleged neglect of education; yet there are few unprejudiced persons, who visit the wealthy classes in both sections of the country, who will not admit that, generally speaking, Southern gentlemen have much better private libraries than the same class in the North. Dr. Mackey said, in a recent lecture at Edinburgh, that he saw more artificial globes in private residences in the slave States than among the same number of population in the North, adding that Northerners had taken the hint, and were now introducing globes into the common schools. This is true, and it is an example worth imitating. The few that were used here in former years were imported from England or France. Now they are manufactured on an extensive scale at home, by Moore & Nims, Troy, N. Y., whose Franklin Globes have elicited the highest praise from our most respectable journals. Their sixteen inch bronze pedestal stand pairs are models in elegance, beauty of finish, and accuracy, and have been pronounced, by the best judges, as at least equal to any specimens ever imported, either from Paris or London. These give the isothermal lines of

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temperature, the deep sea soundings, the new discoveries by Barth, Livingstone, and others, in Africa, the recent divisions and boundaries in Central America, Australia, and the Arctic Regions. In a word, they are engraved up to the present time. We had intended to give our views, in brief, of the great practical value of some of the various problems in astronomy, as well as geography; which can be performed with little trouble on the globes, by any person of ordinary intelligence; we will, however, make some future observations on the whole subject, which may not be uninteresting to our readers.—*Richmond Whig.*

TOBACCO—A WISE REGULATION.—The Janesville Gazette says that the Board of Education of that city has adopted the following rule in relation to the use of tobacco in the schools of that city: Any pupil attending the public schools of Janesville who shall chew or smoke tobacco, in any of the school buildings in said city, shall be suspended. This suspension will be continued until satisfactory evidence is given that the offence will not be repeated. The rule, it will be perceived, extends to all the schools of the city.

SCHOOLS IN TEXAS.—We quote the following in relation to the schools and school system of Texas from the columns of the Kenosha Tribune & Telegraph, which has a correspondent in that State:—

"Texas has no regular school system, nor can a country so sparsely settled as this have a very perfect one. There are no organized districts, and no law about schools, except concerning the distribution of the public money, and reporting the scholastic population, and schools taught, etc. The State has appropriated two million dollars, and one tenth of the annual State taxes, besides the land grant, as a school fund. The interest accruing from this is the general school fund, and is apportioned, every September, among the different counties, according to the scholastic population. The county courts then pay the tuition of orphans and children of indigent parents, not to exceed ten cents per day for actual attendance for the year past, according to their daily attendance at school.

"All of the schools are, in fact, private schools. The public generally furnish the school buildings, and the teacher teaches at a regular tuition per pupil, and receives his pay from his patrons, excepting the indigent pupils, and those are at his option to take or not. The teacher must report to the county court the patrons of his school, and the number of days each patronises, whether indigent or not, and get the indigent tuition, and that is all he has to do with law, other than his own. The Schools generally commence in September, and continue forty weeks, and are divided into two equal sessions. The general rates of tuition are the following: common country schools, $1.50 to $2.00 per month; high schools (which are by far the greater portion,) primary classes, $10.00 to $12.50; intermediate classes, $12.50 to $15.00; high classes, $15.00 to $20·00; music on piano, melodeon or guitar, $20.00 to $25.00; languages, vocal music, painting, drawing, wax and fancy work, each $5.00 to $10.00 per session for twenty weeks.

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"The country schools will average from fifteen to thirty pupils each; the city schools more, according to their popularity. A teacher, to do well here, must not be shifting about, but stay in one place.

"There are some fine schools in the State, but none of them are producing the good that they would, was there more unity. Generally the sexes are separately educated, and the schools are the pets of the different churches, which, together causes much discord. Paris, a city of two thousand inhahitants, has six different schools, and each for itself. Could they all be united into one good nnion school there would soon be seen much difference in the pupils, though some of the present schools are highly spoken of.

"When I commenced I did not intend to write much on this subject, but I have filled my letter with it; so "bear with me and mine infirmities."

"Yours Respectfully, BADGER."

GRADED SCHOOLS.—We hear of the establishment of new schools of this class in many parts of the State, and the attendance of pupils in all the schools seems to be considerably increased. At Prescott, Pierce Co,, (as we learn from the Transcript,) the school opened on the 1st ult., with 175 pupils in attendance, which number has been considerably increased since. Mr. Hatch is principal, assisted by one gentleman and two ladies. At Brodhead, in Green Co., they have a flourishing school, under the Superintendence of Rev. W. Cochran, assisted by Miss E. Walker in the intermediate, and Miss Cull in the primary department. The Reporter speaks very highly of the condition of the school, and of the qualifications of the teacher. The schools in Janesville, Beloit, Kenosha, Racine, Waukesha, and Milwaukee are sustaining their well-earned reputations, and, so far as our exchanges give any information, or we have been enabled to obtain it from individuals, the Schools of the State generally were never in a better condition.

PENNSYLVANIA NORMAL SCHOOL.—After a careful examination of the buildings, grounds, and facilities for instruction, by a competent committee appointed for that purpose, the Superintendent of schools, on the 3d of December last, officially recognized the Lancaster Normal School, located at Millersville, as a State Normal School for the 2d District composed of the counties of Lancaster, York, and Lebanon. We extract from the Pennsylvania School Journal the following description of the grounds, buildings, departments, etc.:

"The grounds comprise the required ten acres, fronting the Millersville turnpike on the east and south. They are well fenced, and a portion graded and planted. When the grading and other ornamental and useful arrangements contemplated shall be completed, the outdoor means for amusement, exercise, and improvement will be ample. A strong, never-failing spring rises near the west end of the buildings, and a rivulet traverses the whole length of the grounds from north to south, ensuring at all times a liberal supply of pure water.

"The buildings are all of brick, covered with slate, and though erected without

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uniformity of design, (being the result of three different additions to the first structure,) yet they are well adapted to the objects in view, and in full conformity with the act of assembly. The south front is 160 feet in length, with three wings or extensions northward averaging 100 feet. It is three stories high, with an attic and basement. This portion is occupied by the male students' apartments, the large Lecture Hall, the recitation rooms, the library, the refectory, and the steward's apartments. The east front is 252 feet long, embracing the recent extension. This last named part is 112 by 40 feet, and four full stories, with an attic and basement. The main stories are devoted to the female students; and, like the building occupied by the gentlemen, are laid out in long wide halls, or corridors, with sleeping apartments on each side. It also contains a guest parlor, and apartments for such of the professors as are in charge of each story. The basement is occupied by the model school. The fifth or attic floor, 112 by 25 feet, is the Ladies' Gymnasium, which is to be supplied with all the apparatus proper for healthful physical exercise. From this room a stairway leads to an observatory on the roof, large enough to accommodate a whole class, and commanding a rich view, quite characteristic of the country.

"The Model School room is 50 by 40 feet, and is a most beautiful and convenient school-room. Connected with it are four recitation rooms and a private room for the Principal. It is furnished with one hundred desks and chairs made of cherry. The blackboard surface amounts to 1200 square feet. The different subjects of study are explained and illustrated by means of globes, maps, charts, models, and various other kinds of apparatus. The number of pupils is sixty,—as many as was desirable the present term, and other applicants were accordingly excluded. The branches taught are the alphabet, pronunciation, spelling, reading, writing, drawing, vocal music, geography, grammar, arithmetic, and the history of the United States. There are about thirty class recitations daily. The classification, government, and general management of the school are under the direction of the Principal of the Model School, who remains all the time in the schoolroom, except when business calls him to one of the recitation rooms.

"The plan of this Normal School provides that, 'The graduating class of the normal course, and such other students of the scientific and classical courses as desire to obtain the teachers' diploma, become the Faculty of the Model School, and do its teaching.'

"The members of the senior class have all been students in the Normal School for a considerable length of time, and have all attended courses of lectures on the theory of teaching, and, now as a class, they are doing the practical teaching of the Model School. All the members attend the opening exercises of the school, after which, during the day, each studednt-teacher hears such recitations and at such times as suit the necessities of the school. Each student-teacher is at present engaged in teaching for one hour daily, and in that time hears two classes, These are changed every month with the view of giving more general practice.

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Mutual visitations take place among the student-teachers before these changes take place, in order to harmonize their methods.

"The principal of the Normal School spends two days in each week in the Model School, for the purpose of witnessing the methods of teaching, and the skill with which they are applied. The student-teachers meet the Principal of the Normal School on each alternate day for a class recitation in the practice of teaching. The order of the exercises at these meetings is as follows: first, inquiries on the part of the student teachers in reference to points of difficulty in teaching; second, remarks by the principal upon the observations made in his visits; third, methods of teaching each branch of study, considered in detail and with respect to the principles upon which all methods must be founded.

"The recitations of the student-teachers in the Normal School are so arranged that they do not take place while the student-teachers are engaged in the Model School.

"The following are said to be among the advantages of a Model School, conducted according to this plan: 1st, a high degree of class interest is created on the part of the student-teacher. 2d, the recitation of the student-teachers, to the Principal, gives point and system to theio teaching. 3d, such watchful inspection guards both the interests of the student-teachers and their pupils. 4th, the pupupils in the Model School are well taught, and are not subject to the experiments of the ignorant and untrained. 5th, it secures six months to the student-teacher in which to practice the art of teaching. 6th, the members of the class engaged in teaching do not lose any recitations in the Normal School.

"The course of instructiou in the Normal School proper, consists, first, of the Preparatory Course, embracing the more advanced departments of the same studies pursued in the Model School, except vocal music and drawing, together with elementary algebra, natural philosophy, physiology, and the history of the United States.

"Secondly, the Normal Course, which students with a fair knowledge of the branches of study required by law to be taught in Common Schools, can enter upon and graduate in two years, and receive a diploma from the State. To all except experienced and successful teachers, an attendance upon two courses of lectures on teaching, and practice in the Model School during one term, are indispensable to graduation. The studies are: First term—Orthography and Etymology, Reading and Elocution, Writing and Drawing, Geography, Mental Arithmetic, Written Arithmetic, Grammar, Vocal Music. Second term—Reading and Elocution, Writing and Drawing, Physical Geography, Higher Grammar, Elements of Algebra, Philosophy, Theory of Teaching, Vocal Music. Third term—History of the United States, Algebra, Elements of Natural Philosophy, Rhetoric, Geometry, (five books,) Theory of Teaching, Book Keeping. Fourth term—Geometry completed, and Plane Trigonometry, Elements of chemistry, Botany or Zoology, Practice of Teaching.

"Thirdly, the Scientific Course, in which students graduating in the Normal course, or entering with the required preparation, can continue their studies for

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three terms, and graduate in the scientific course. It is the design of this course to prepare Teachers for English high schools. The studies are: First term—Higher Algebra, Analytical Trigonometry, (half term,) Spherical Trigonometry and Surveying, (half term,) Ancient History, English Literature. Second term—Conic Sections and Analytical Geometry, Modern History, or Acoustics and Optics, Mental Philosophy, Geology. Third term—Differential and Integral Calculus, Astronomy, Moral Philosophy, Analytical Mechanics.

"Fourthly, the Classical Course, which is designed to prepare teachers for Classical High Schools. To be admitted to the Freshman class, a student must possess a thorough knowledge of Geography, English Grammar, Arithmetic, Elements of Algebra, History of the United States, Latin and Greek Grammar, Cæsar (two books), Virgil (four books of the Æneid), Greek Reader, and two books of the Anabasis. The following are the studies: *Freshmen*—First term—Anabasis, Sallust and Ovid, Higher Algebra, Rhetoric; Second term—Iliad, Livy, Geometry, (five books,) Zoology or Botany. *Sophomore.*—First Term—Memorabilia, Cicero, Geometry Completed, General History; Second Term—Herodotus, Horace, Trigonometry and Surveying, Chemistry. *Juniors.*—First Term—Select Plays of Sophocles, Juvenal, Conic Sections and Analytical Geometry, Geology; Second Term—Select Plays of Euripides, Tacitus, Differential and Integral Calculus, Astronomy. *Seniors.*—First Term—Select Plays of Æschylus, A Play of Terence, Acoustics and Optics, Mental Philosophy; Second Term—A Dialogue of Plato, A Play of Plautus, Mechanics, Moral Philosophy.

"The methods of teaching are those which seem best adapted to train teachers who need at least three things: 1st, A thorough knowledge of the branches of study they propose to teach; 2d, The best methods of teaching those branches; 3d, ability to instruct—to lead the young mind judiciously from the known to the unknown. The natural order in which the various branches of knowledge and the different parts of the same branch should be studied, is regarded; and, then, students are required not only to know thoroughly, but *to tell* what they know in a clear and logical manner; the peculiar object of normal educational institutions being to train persons to be skillful in imparting instruction.

"In the duties of the class-room, the Model School, and the Refectory, the two sexes associate as in a well regulated family. Their lodging rooms are in separate buildings, and their association on other occasions is under a careful supervision and wholesome control.

"The Faculty of instruction are: J. P. Wickersham, A. M., Principal, and Prof. of Mental and Moral Science, and of the Theory and Practice of Teaching. Edward Brooks, A. M., Prof. of Mathematics and Vocal Music. E. B. Weaver, Prof. of Natural Science. M. D. Wickersham, Principal of the Model School. A. R. Byerly, A. M, Assistant Prof. of Ancient Languages. D. H. Herr, Prof. of Drawing, Penmanship, and Book Keeping. Mrs. H. Marie Brooks, Teacher of Music on the Piano. Miss Mary J. Augee, Teacher of Grammar and English Literature. Miss Anna U. Russell, Teacher of Reading and Elocution. Miss Kate E. Wor-

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rest, Miss Lucretia G. Weaver, Teachers of Geography and History. Miss M. Amanda Hershey, Assistant Teacher of Instrumental Music.

"Though the new building was only completed in October, the number of students is now 264, viz.: Model School, 60; Preparatory class, 130; Normal course, 42; Scientific course, 27; Classical course, 4. But the prospect for a full school next year, is quite encouraging; and during the year 1859 420 students were enrolled, viz; 130 ladies and 290 gentlemen.

"The School year is divided into two equal sessions. The first commences on the first Monday in April, and continues 22 weeks; the second, on the second Monday in October, and continues also 22 weeks. The spring vacation is three weeks; the fall vacation five weeks. Pupils from abroad in the Model School are charged $6.00 per quarter of 11 weeks, for instruction in the regular branches. In the Preparatory course the charge is $7.50 per quarter; in the Normal course it is $9,00 per quarter; and in the Scientific and Classical Courses, $11.00 per quarter. The charge for boarding, including washing and light, is $2.50 per week. The lowest charge for a quarter, including tuition, boarding, washing, light, etc, exclusive of the extra branches, is $33.50, and the highest $38.50.

"The entire cost of the ground bui'ding, furniture, and apparatus was about $60,000.

"The income for tuition in the Normal School, including extra branches, is $4000 for every hundred students. Add to this $1000 from a full Model School, and $7.00 per student, boarded and lodged in the Normal School, paid by the Steward, as rent for the building and furniture, and the income for one year from a full school of 300 will be $15,000. Deducting from this $3600 for interest on cost (or dividend), $1000 for repairs, $1000 for addition to apparatus and furniture, etc., and $500 for insurance, taxes, etc., annually, and there will still remain $9000 for Professors' salaries.

St. Louis.—We have received "The Annual Report of the Board of St. Louis public schools for 1858–59." It is a neat pamphlet of 194 pages, containing the reports of the President of the Board, the Hon. Samuel H. Bailey; the report of the Superintendent, Ira Divoll, Esq.; the report of C. S. Pennell, Esq., Principal of the High School; the report of the Principal of the Normal School, Richard Edwards, Esq.; statistics, rules, etc, etc. The city is divided into eleven districts, in which are maintained twenty-six distinct schools, graded as follows: primary, intermediate, grammar, high, and normal. The school year commences on the last Monday of August, and is divided into four terms of eleven weeks each. The salaries of the male teachers range from $500 to $2500, those of the female teachers from $350 to $900. The whole number of pupils enrolled during the last year is 11,366; average attendance 5,739; the cost of the schools per scholar ranged from $3.95 to $83.80; average cost per scholar $17.17; total special cost of schools $99,081.38; total expenditure, comprising improvements, repairs, etc., $107,440.34.

The following remarks, which we quote from the report of the President, ex-

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press in a few words our idea of the nature of the Normal School, and the necessity for its establishment, wherever well qualified teachers are needed:

"There is no part of the system that is fulfilling its purpose to a greater degree than the Normal School. Although the period is short since it commenced operations, yet the time is long enough to demonstrate the fact that it will furnish us the only effective means within our reach of procuring teachers for our schools that are thoroughly qualified. This institution was established in obedience to the idea which is rapidly becoming recognized all over our country where there are free schools, that teachers must receive a professional training before they are properly fitted for their work. The old doctrine that any person who had only a partial knowledge of arithmetic, grammar, and geography, and could read any composition in the English language, without stopping to spell the hard words, was capable of teaching a school, is being laid on the shelf, there, let us hope, to remain until covered with the dust of ages, an object of interest only to the antiquarian and historian. This theory, or the practice under it, may have answered its purpose in times past, but it will not do for the present. If our schools are to meet the demands of the present age, if they are to be made to grow to their full stature, and occupy the position in the community which they should, and to which I believe they are destined, the radical change which we have made in this respect, by the establishment of a Normal School, must be adhered to and persisted in under all circumstances. No clamor about extravagance, or ideas of false economy should induce us for a moment to think of discontinuing it.

"The colleges, seminaries, and other institututions of learning throughout our land, and from which come most of the candidates for teacher's places, do not confer upon their scholars an education of that peculiar character which fits them for the labor of the schoolroom, and for the very apparent reason, that they are not designed for any such purpose. Their deficiency consists in the fact that they do not go far enough, they only place in the hands of those who may wish to become teachers, the implements to carry on the work, but do not instruct them how those implements are to be used. It is indispensibly necessary that all who are going to teach should acquire the faculty of imparting to others what they themselves know, on all the subjects required to be taught. In first entering upon the work of the schoolroom, very few persons find themselves possessed of the natural tact which alone can supply the defect above alluded to; but as it must be supplied in some way, however imperfectly, it can be done only by dint of perseverance amidst difficulties, which none but the most zealous can overcome, and even then at the expense of the time and patience of the pupils. Here is to be found the reason why it is that so many persons (and the proportion is by no means small) who assume the office of teacher, never become anything but mere bunglers, or fail altogether. It would seem, therefore, to be in accordance with the plainest dictates of common sense, that before any individual shall be permitted to occupy so important a position as that of an instructor of youth, he shall have been thoroughly taught, by a systematic course of instruction, all that experience has demonstrated to be necessary for him to know, in addition to mere scholarship."

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CONSTITUTION OF THE STATE TEACHERS' ASSOCIATION.—A desire having been expressed by several members of the Association that the Constitution should be published for the benefit of those unacquainted with its provisions, we give place to it below:—

Article 1. This Association shall be called *The Wisconsin Teachers' Association*, and shall have for its object the mutual improvement of its members, and the advancement of public education throughout the State.

Art. 2. The Association shall consist of persons engaged in teaching in this State, each male member paying one dollar annually. Honorary members may be elected at any annual meeting, who may, by the payment of the annual fee, become acting members.

Art. 3. The officers of this Association shall be a President, three Vice Presidents, a Secretary, a Treasurer, and also a Board of five Counsellors, who, with the President and Secretary, shall constitute an Executive Committee, any three of whom shall be a quorum—to be elected by ballot at each annual meeting.

Art. 4. The duties of the President, Vice Presidents, Secretary, and Treasurer shall be such as pertain to the same officers in similar associations.

Art. 5. The Executive Committee shall arrange business for the annual meetings, procure lecturers for the same, and through the Secretary of the Association who shall be, *ex officio*, their Secretary, conduct such correspondence as may be deemed advisable. They shall also have power to call special meetings of the Association, to fill all vacancies occurring in the offices, and shall make to the Association an annual report of their proceedings.

Art. 6. The annual meeting shall be held at such time and place as the executive Committee may designate; and any five members who shall meet at a regular or special meeting shall constitute a quorum for the transaction of business.

Art. 7. This Constitution may be amended at any annual meeting of the Association, by a vote of two thirds of the members present.

ROCK COUNTY TEACHERS' ASSOCIATION.—The first regular meeting of this Association was held at Evansville, on the 18th, 19th, and 20th of January. A large number of teachers were in attendance, and much interest was manifested on the part of the inhabitants. Addresses were delivered by Hon. J. L. Pickard, State Superintendant, Messers. Searing, Allen, and Kilgore. Several fine essays were read. The discussions and class exercises passed off well, and all left feeling that they had held a profitable and pleasant session. A constitution was adopted, and officers elected for the ensuing year. We have received the proceedings of the meeting too late for insertion in this number. We will give them in full next month.

WE have received No. 1, Vol. 1, of the "National Educator," a monthly magazine devoted to science, literature, morals, and general education. Edited by R. Curry, A.M., Pittsburg, January, 1860. Terms, $1 per year.

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CANADA.—We have received the annual report of Supt. Ryerson, of Upper Canada, for the year 1858, also the annual Report of the Hon. Pierre J. O. Chauvau, Supt. of Lower Canada, for the same year. From the former report we learn that the total receipts from all sources for common school purposes was $1,244,488, the total amount paid teachers $920,633. Number of children reported between the ages of five and sixteen years, 360,578. The number of teachers employed was, males 2,965, females 1,237; average wages per year of males $454, of females $242. Number of schools reported as open, 3,886, of which 1,936 were *free*, that is, schools in which no fees were paid by pupils. Maps are provided in 2,403 schools, globes in 612, blackboards in 2,895, sets of apparatus, including orreries, tellurians, etc., in 500. We are certain that a report on these heads from an equal number of schools in Wisconsin would not present us in so favorable a light in regard to maps, globes and apparatus. The report of Superintendent Chauveau shows that there has been received from the annual grant and raised by assessessments or contributions for the support of primary schools in Lower Canada in the year 1858 the sum of $575,379.66. The sums expended for superior schools and academies will largely increase this amount. The whole amount paid out by the department of public instruction for purposes of education during the year was $246,836.45. The number of children reported between the ages of five and sixteen years, is 247,204, but the Superintendent believes that this number falls far short of the reality, and that the true number is above 320,000. The number of children between the ages of seven and fourteen is set down as 151,819, of which 103,963 attend school.

THE ATLANTIC MONTHLY is received just as we are going to press. The present publishers do not permit it to fail in interest or value. Subscribe for it.—Journal subscribers can have it for $2,00 a year.

BOOK TABLE.

KEY TO CLARK'S GRAMMAR, in which the analyses of the sentences in the Grammar are indicated by diagrams. New-York: A. S. Barnes & Burr, 51 and 53 John St. 1859.

Opposed as we are to the use, in schools, of keys to any text book, we nevertheless think that this little work will materially aid young teachers in understanding and properly teaching the analysis of our language, and will serve to make more useful the popular grammar with which it is connected.

THE SCHOOL HARMONIST, by N. C. BROOKS, A. M., President of Baltimore Female College. New-York: A. S. Barnes & Burr. 1860.

This is a choice collection of Tunes, designed to accompany the "Manual of Devotion," by the same author, and is worthy of a place on the desk of every pupil of a sufficient age to read music.

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WILSON'S HISTORIES.—OUTLINE OF HISTORY, illustrated by numerous geographical and historical notes and maps, embracing, 1, Ancient History; 2, Modern History. HISTORY OF THE UNITED STATES FROM THE EARLIEST DISCOVERIES TO THE PRESENT TIME, with additions containing history of the British American Provinces, history of Mexico, and the Constitution of the United States, with explanatory notes and questions. JUVENILE AMERICAN HISTORY, for primary schools. By MARCIUS WILSON. New-York: Ivison & Phinney, 48 and 50 Walker Street; Chicago: S. C. Griggs & Co.

The study of history has been too much neglected in our common schools, partly because the teachers possessed but little knowledge of this important branch, and partly on account of the want of a good series of text-books adapted to use in our schools. During a few years past, several works have been published, intended to supply the long felt want, and teachers need no longer complain that there are no works suitable for teaching this interesting and profitable study. From the limited examination we have been able to give the above works, and from what we hear said of them by prominent teachers who are using them, we judge that they are worthy of the patronage of the profession, and valuable additions to the means employed in developing and informing the youthful mind.

In the Juvenile work, the main facts in American history are presented in simple yet correct language, and are set forth in such a manner as to interest the mind, and lead it to further investigations.

In the History of the United States, more space is given to the relation of events, and the causes of events receive a more extended notice. The work is richly supplied with maps, marginal notes, references, and dates, and the text is accompanied with a set of questions, skillfully prepared, and calculated to test the knowledge of the scholar, and lead him to think and investigate. It commences with the discovery of Columbus, and closes with the administration of President Filmore. The later editions have a chapter devoted to the history of Canada, and one on the history of Mexico.

In the "Outlines of History," the author has endeavored "to keep the attention of the student fixed on the history of the most important nations—grouping around them, and treating as of secondary importance the history of others—and by bringing out in bold relief the main subjects of history, to the exclusion of comparatively unimportant collateral details, he has given greater fulness than would otherwise be possible, to Grecian, Roman, German, French, and English history, and preserved a considerable degree of unity in the Narative; while the importance of rendering the whole as interesting to the student as possible, has been kept constantly in view." The marginal notes are full and valuable, and there are eighteen maps of the different countries whose history is treated of. We commend the whole series to teachers, schools, and families, as worthy of patronage.

The Winter Term of the Evansville Seminary

WILL COMMENCE ON

Wednesday, January 4th, 1860, at 2 o'clock P. M.

A Course of Study will be adopted, embracing a period of four years, and all pupils, of both sexes, who shall pass a satisfactory examination in the studies of the entire course will receive Diplomas.

A NORMAL DEPARTMENT has been established for the education of Teachers, and a class will be formed in this Department at the commencement of the Term. This class will be under the especial charge of D. Y. KILGORE, A.M., who has been elected Principal of the Institution.

Although this Seminary is under the patronage of the Wisconsin Conference of the Methodist Episcopal Church, no Sectarianism will be allowed to be taught therein. Mr. Kilgore will enter upon his duties as Principal the first week of the Term, for which purpose he will resign his office of Superintendent of the Public Schools of Madison. He will be assisted by some of the most successful teachers in the State, and every possible advantage will be afforded students. Although the village of Evansville contains less than one thousand inhabitants, there are four Churches and three School Houses, all in a prosperous condition. There is a large and elegant Hotel, but not one drinking or gambling saloon, nor is one drop of intoxicating liquors sold in the village.

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EVANSVILLE, Rock Co., Dec. 15, 1859.

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TERMS BEGIN;

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2. Seven weeks from the Wednesday next before Christmas—20 weeks.

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Plane Geometry, (Loomis',) Latin Reader, Cornelius Nepos, Virgil's Æneid, (6 books,) Crosby's Greek Lessons, and the Anabasis of Xenophon. Equivalents will be received.

The requirement for admission to the Scientific Course is the same, omitting the ancient languages, as for the Classical Course.

Such as desire to pursue a select course will be admitted to any of the classes for which they are prepared.

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Provision for this department has been made in connection with the City High School of Madison. in charge of Prof. O. M. Conover, A.M, to whom application for information should be made.

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Students are admitted at any time to this department, and may continue at pleasure. The charge is $25 for the course. Address D. H. TULLIS.

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The institution is now prepared to give thorough instruction in practical Surveying and Engineering. Address T. D. CORYELL.

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THE ORGAN OF THE STATE TEACHERS' ASSOCATION
AND THE DEPARTMENT OF

PUBLIC INSTRUCTION.

VOL. IV., NO. 9. - - - - - - - - - MARCH, 1860.

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NOTICE TO POSTMASTERS.

The Postage of the Wisconsin Journal of Education, sent by order of the State to Town Superintendents and District Clerks, is paid by the publisher at this office; there is, therefore, no postage due upon them at the office of delivery.

MADISON, Feb. 21, 1860. JOHN N. JONES, *Postmaster.*

[Several Superintendents and Clerks have notified us that postmasters charge postage on the Journal at the office of delivery. If this is repeated, call the attention of such postmasters to the above notice, which we think will satisfy them that they have no right to collect postage, the law requiring that it should be paid by the publisher at this office.—ED. JOURNAL.]

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Wisconsin Journal of Education.

VOL. IV. MARCH, 1860. NO. 9.

OUR COMMON SCHOOLS.

THEIR PRESENT WANTS.

PROBABLY at no period since the organization of our State government has the great idea of popular education taken so deep hold of the public mind as at the present. The bearings of intellectual and moral culture upon the social well-being are, to a considerable extent, understood, and the necessity of a thorough system of universal education, one that shall reach the entire masses, and carry an elevating force to the lowest conditions of society, is almost universally conceded. The duty of government to make available every possible resource for this purpose, is recognized; while the history of legislation in our State shows that the foundations of our common school system have been laid with a wise and liberal policy.

But as the superstructure rises in majestic and comely proportions, by the untiring labors of those devoted to the work, the question meets us at every stage of advancement,—what modifications are necessary to meet the constantly increasing and cumulating wants? For here, as in every great reformatory movement, the steps of improvement are driven on by the ever pursuing force of necessity. We stand to day upon a period of enlightened and expansive benevolence; but the stream widens, deepens into an unexplored sea where new duties and nobler sacrifices await those who reach its troubled waters.

The great question for us is not so much what the future may demand, as what is the present need,—what changes in our school system are demanded by present developments. We propose briefly to give our answer to these inquiries.

And first we remark, that frequent changes in any system, whether the

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result simply of custom, or of legal enactment, are always to be deprecated, even though such changes may introduce desirable modifications. Better submit to inconvenient enactments than to endanger the success of the whole system by unstable and capricious legislation. Our system of common schools is so intimately connected with all of the interests of society, that any attempt at its revision should be made with great caution, and the most enlightened experience and well developed principles be brought into requisition.

There seems to be an impression in the minds of many earnest educators in the State, that the whole school system needs revision, and that many of its essential features should be changed. As one model after another is brought forward for public consideration, the impression is forced upon the mind that these reforms depend more for success upon the *machinery* of education than upon the power that sets it in motion. The laws which govern the distribution of forces in physics, should not be overlooked in ethics; and evils should not be ascribed to defective machinery when there is a want of power to set it properly in motion.

Our common schools extend over the entire State. From the great centers the ramifications run to the entire border, and into the four thousand school houses scattered along these branches are the children of the State gathered for instruction. Now, it is here, at these extremeties, upon these primary fountains, that agencies must be applied which shall send an invigorating and elevating force throughout the whole. It is in vain to expect that power, however strongly applied to the great centers, will traverse, unimpaired, the entire system, or even produce most desirable results in the immediate proximity. The best possible result will be a disproportionate development, while the remote parts will become enfeebled by the extraction of existing vitality. No error is more fatal to the interests of universal education, than the attempt to sustain local institutions for privileged classes, and no more injudicious application of public funds can be made than to lavish them upon such institutions, whose self-sustaining power is always sufficient for their support whenever the necessity demands their existence.

Nor do we believe the opinion correct which places the University, College, and Academy first in the list of agencies employed in the great work of popular education; especially when we consider the fact that not more than one-tenth of the great mass of mind can ever be brought under their influence. We cannot subscribe to the doctrine advanced by the late Chancellor of the State University in his annual communication. He says: "In order to realize this whole idea in a State system, the Academy must be firmly coupled with the primary school; the University must form a thorough connection with the Academy; and if, in an infant State like Wisconsin, it is necessary for the University to back down to the Academy, we must be considerate enough to endure the momentary delay. The University is the engine car." (*11th Annual Report, p.* 18.) Is this the

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true position of our great system of common schools? Is it to be reduced to a mere dependency upon a local institution, richly endowed, and manifesting strong centralizing tendencies, but which is barely able to lift up its own unwieldy proportions? We cannot accept the position. We claim for our public school system entire independence of any local institution. It must be the foundation upon which all other educational structures rest, and while we admit the connection of higher institutions, we demand that the elevating force be here applied. It must be a *vis a tergo* —the engine must be placed at the other end of the train—and the power thus applied will move the whole superstructure forward and upward, sweeping from its pathway the numerous local and partial institutions, and communicating an impulse to the Colleges and Universities they have never felt. Such has always been the result in other States. Public High Schools have supplanted private Academies, and Colleges have raised their standard of qualifications for the admission of pupils.

We wish not to be misunderstood. We wage no warfare against any educational institution. Let private munificence seek such modes of manifestation as shall be desired; we only claim that public funds should be appropriated for the highest good of the masses. And this brings us to the consideration of what we consider the great defect of our present school system—the inadequate provision made for the education of teachers. The demand comes up to us from every section, and with great urgency, from the remote districts for more teachers, and better teachers, for our primary schools. If it is true that it requires the highest order of talent to teach successfully a primary school, and that special training is necessary to complete the requisite qualifications, how important that facilities be most speedily opened in parts accessible to those employed in the responsible work.

No truth is more evident than that successful reform must begin with the primary schools. Here the foundations must be wisely laid, and no future embellishment of the uprising structure can supply the defects of an insecure and unstable basis. The deficiencies in primary culture can never be remedied by subsequent training in higher schools. The beginning must be right to secure success. There are at least three thousand school districts in the State that need better teachers for their primary schools. How shall this demand be met? Will the Normal Departments of our High Schools and Academies furnish the requisite supply? We unhesitatingly reply—NEVER. The great defect of the present Normal School Law, evidently, is, that it places the work in the hands of those who make it of secondary importance, and resort to it mainly for the purpose of securing the premium offered for each normal scholar.

There is no single question upon which distinguished educators are more unanimous in their opinions than upon the subject of Normal Schools. Their success in other States has established their utility beyond all question. They afford the most rapid and certain means of

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reaching the extremities of the system, and infusing life and vigor into those very points where such agencies are most needed. Massachusetts with her twenty-two hundred school districts has four Normal Schools, while Wisconsin, with nearly twice the number of districts, has not one. We urge the immediate attention of the friends of education in the State to this subject. We ask for an entire change of the Normal School Law. We do not favor the lavish expenditure of funds upon costly edifices; we ask for the establishment of one or more Normal Schools, in plain, commodious structures, located at convenient points, and furnished with a corps of qualified, *working* teachers. We believe that the resources of the Normal Fund would very nearly defray the necessary expenditure. And when once established, with a subordinate system of Teachers' Institutes, a renovating power would be felt at the extreme ramifications of the whole system, which would place our common schools on a level with those of any State in the Union. We reserve our remarks on the question of Supervision for a future article. B.

POPULAR AND UNPOPULAR TEACHERS.

"The world the teacher makes, yet often complains,
Of its own workmanship; and still maintains
Its right to judge of every form and rule,
And build for us the fancied model school,"

THERE are two kinds of reasons why some teachers are popular, and others unpopular. One of them is such as they will give, and the other such as the public will give. Of the merits and strength of each, an independent party who knows all of the facts, and is conversant with school policy, may be a competent judge. A popular teacher is not always a good educator, and an unpopular one is often a better person than the ungenerous public is willing to believe. A popular teacher is apt to be like a popular politician in election time. Teachers, as well as other public servants should be estimated by their actual merits, the service that they render, and the objects that they design to accomplish. Mere public opinion is an uncertain standard.

The approbation of wise patrons is one of the richest rewards that teachers ever receive. It is especially so when it comes in return for visible benefit rendered to their youth. And nothing is more to be deprecated by them than a lack of public favor. If a teacher have not some tact to make himself popular, he will not be successful. Popularity often avails more for him than scientific and literary attainments. Many in-

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structors who possess shining talents, and extensive knowledge of the branches taught in school, make great failures, simply for want of address to please their pupils and patrons. But when patrons and pupils respect a teacher, he will be sustained, and his pupils will be benefited according to his qualifications and their application.

While popularity is such an important aid to the instructor, it well deserves cultivation; yet it must not be made the standard of his admiration. His standard should be that which best promotes the advancement of his charge in learning and general improvement. If he correct their evil habits and inspire them with a love of justice, morality, and useful knowledge, he then does his duty. If his standard is only the satisfaction of the public, he is a slave to public opinion. It should be his study to know what are the principles of education, and if he does not operate according to these, he is not honest. The exercise of strict discipline, and the correcting of school-boy pranks, may render a teacher unpopular with wayward youth, and with parents whose affections are stronger than their judgment. But with the prudent friends of education who understand and appreciate a teachers duty, that will render him popular. Among them he will lose credit only through a lack of genuine qualification and delinquency of known duty.

Among those with whom a teacher is unpopular, there are generally two factions, one of which blames him for being too strict in discipline, and the other because they think him incompetent to manage his charge. His private character, and habits, too, will get their share of vituperation. He will often be censured because his pupils are not improving, when in fact, they are not trying to learn, or they are lacking in capacity, and are expecting too much from him. Impartial and competent judges of these matters are not always connected with his school. It is easier to talk about these evils when they exist than to apply practical remedies. In some schools, the discipline is a task for one person, and the teaching a task for another. When such an onerous duty as discharging both devolve on one person, it is unjust to blame him if he be found inadequate to the position. Too much is often expected from teachers. Candor requires that the character of their charge, and the circumstances under which they labor, should be estimated in connection with their natural and acquired abilities. All of these are not well understood by those who have never presided over a school. Many people do not comprehend the real worth of scholastic knowledge, and true wisdom, and, of course, the design of schools. For the benefit of these, teachers labor; and they must use tact and address to gain their confidence and attention.

Teachers and other public servants are persons whom everybody claims the privilege of watching and criticising. Their defects, however small, are sure to be noticed. From the incarnations of folly and ignorance, they must expect much censure and animadversion. The work of education is a warfare to extend the domain of wisdom and virtue. And yet,

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captious persons whose animadversions on school policy often assail the teacher, may be his best mentors. They prompt him to investigate, and be sure that his operations are according to principles of justice, and promotive of real benefit to his charge. They guard him against ultraism; while his firmness in duty, and his judicious policy will advance the general improvement of his pupils. Personal attacks on the vanity of the ignorant and narrow-minded are more likely to provoke hatred against learning than to encourage improvement. Self-conceited ignorance is always jealous of whatever will expose its real character. Illustrations of the worth of knowledge, and its contrast with ignorance, are always efficient stimulants to improvement. And whoever can set forth these in their true light, and can explain the mysteries of science, and tame rude nature, is the True Teacher. G. D. HUNT.

EQUALITY OF RIGHTS.*

WE have no intention of entering into a discussion upon the equality of woman with man, but to assert her rights as a human being, a fellow laborer with man in all that tends to the advancement of the world, physically, intellectually, and morally. From the time of creation until the present day, the whole history of woman has been one of injustice and oppression. She is denied her fair share of training, of encouragement, and of remuneration. Even in this happy land, where "equal rights" is continually the hue and cry, she is not free from cause for complaint. In place of being an equal with man, she is treated too much like a petted child, her privileges granted as favors. Just remuneration for services performed are withheld from her on the plea that she is the weaker vessel, alike in mind and body, and is made subordinate to man, and for him to care for and protect. The latter we grant, but object most decidedly to his manner of protection. He has ever claimed the "lions share" of all the spoil, even though the latter has been won through the efforts of the weak ones. Take, for example, the matter of school teaching. Every female teacher, with few exceptions, finds the enjoyment of her salary to be secretly embittered by the knowledge that the stripling, with qualifications inferior to her own, is paid double the amount which she receives, for work no harder or more responsible than that which she performs.

Not fifty miles from this city, application was made, a few months since, for a country school, by a young lady of excellent qualifications,

* A paper read before the Richland County Teachers' Association, Oct. 19, by H. L. PROSSER.

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mental and moral, one who had had much experience in the art of teaching, and had been very successful. Much had been expended upon her to fit her for this high calling, and at the time she was entirely dependent upon her own exertions for support. But she had the misfortune to be a woman; and among the several candidates for the same situation was a youth of some sixteen or seventeen years, who had never taught, and was, moreover, an invalid, which fact alone disqualified him for such an office. But, being more fortunate than the other in belonging to the stronger sex, he was elected to fill the situation, leaving the lady to comfort herself as best she might for such an exhibition of justice and sagacity on the part of the Board of Trustees. Added to this the fact may be stated that the teacher of the higher department of this same school was also a man, master of a good trade, by which he could well have supported himself, but who could not, in truth, read and write the English language correctly.

Such is the encouragement given to females to fit themselves for instructors of youth. Does not the education of woman involve equal expense with that of men? Is not labor labor, by whomsoever it may be performed? Is not mind mind, by whomsoever it may be exercised? Where, then, is the justice of returning to the one one-fourth, one-third, or one-half the compensation which is granted to the other for the performance of the same labor, when the preparation necessary to fit them for that labor was at an equal cost. We know that in our own favored land the position which woman occupies is far above that which she enjoys in any other country on the globe. Yet, does she here meet with perfect justice? Are not many of her privileges granted her more as a favor, as a matter of condescension, than as a matter of right? The argument is often urged, that men should receive greater compensation for labor performed, than women, because they are expected to have greater expenses in the support of others; they are to provide for families, while it is asserted that women expend all they can obtain upon themselves. But is this impression of feminine weakness right? Is it an honest view of the case? Are women really more selfish than men? Do they not make as wise a use of their earnings as their very discriminating brethren? Do not those married women who labor for a livelihood devote their gains to the support of their families the same as married men? Do not those who are single show equal regard for the wants of needy friends, often supporting aged or infirm parents, assisting to educate brothers and sisters? Where is the difference, then, in this point of view, except in nine cases out of ten the woman will be found more self-sacrificing and self-forgetting than the man.

But it may be urged, again, the most of those who teach are young women, without others dependent upon them. Allowing this, is not it also the case with the greater part of the gentlemen who are teachers? Suppose the lady should be able to lay aside a small surplus of her earnings,

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after her own necessities were met, would it be a lamentable misfortune? Is she not gifted with judgment sufficient to a good use of her own? And is she not subject to the same vicissitudes in life as the stronger sex, equally exposed to accident, sickness, and the many ills which might render a small sum in her possession of infinite value to her? Or do the "Lords of Creation" imagine that all she may receive over and above what is necessary to supply her present actual wants, is so much subtracted from their own greedy pockets. If by reason of their indulgence a woman is allowed a somewhat reasonable compensation for her daily toil, with what complacency these lordly ones regard themselves—wearing an expression which seems to say, "How kind we are to women—they surely have nothing to complain of now!" Kindness! we do not ask for such kindness. We ask that Justice and Mercy may go hand in hand.

DISCIPLINE IN SCHOOL.

THE SERVILE METHOD.

THERE are two kinds of discipline, between which the educator should endeavor carefully to distinguish in both theory and practice. Discipline is a penal, and also a moral process. It punishes, and thereby enforces an outward obedience to law; or it developes, and thereby secures a subordination to some principles of action. The popular idea attached to this term as employed in the State, the Church, the family, and the school, implies the transgression of law, and the subsequent vindication of that law by punishment. In a higher sense, discipline pre-supposes some moral weakness, and is exercised for the regulation and development of the heart. In the State, the subject of government is considered as a citizen, already fixed or matured in character: to him, law is applied as a restraint. In the school and family, he is a pupil, in whom character is to be formed, and who, therefore, needs law as an exponent of right principle and a means of sound culture. Discipline in school should, therefore, cultivate as well as restrain. It should be addressed to the heart, as well as applied to the outward conduct. It is in this second sense, namely, of culture, that we propose briefly to consider the subject.

Restrictive or executive discipline does not always correct the waywardness of the heart, as pressure does not always destroy the elasticity of steel. We may bridle or harness a young horse, and yet, let him go unbroken and untrained; and a young boy may be subjected by penal disci-

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pline to the formula of a virtuous law, and yet, at heart, remain vicious. Sound scholastic government restrains the body in order to cultivate the conscience and heart; as the husbandman boxes the young tree, or erects the firm trellis for the young vine, in order the better to train it to maturity, and to find his reward, at last, in the fruit it yields.

In considering discipline as a means of inward, moral culture, it should be remembered that every sentiment that is addressed by it is stimulated and strengthened. If, for instance, we undertake to secure obedience to any law by the offer of gold, we address the law of gain; and this passion we necessarily exercise and invigorate. If we induce the performance of a benevolent act by the incentive of praise, we cultivate vanity rather than charity, because we govern in such cases by a selfish rather than a charitable principle. The character of the young is thus often determined, more by the nature of the government under which he is placed than by the instruction he receives. Consequently, in judging of the soundness of this discipline or government, we must always look at the motive which prompts the young subject to the outward act of obedience, and which we accordingly call the principle of that obedience.

It is the fatal error of many parents and teachers, that they are ready to adopt any mode of discipline that will secure an outward respect to law, without inquiring whether that external compliance may not be the result of ignoble, or even of vicious principles—quickened and fostered continually by the stimulus of the discipline itself. They forget that the tongue, the hand, the foot, may seem to keep the law, while, at the same time, the heart may ignore or rebel against it. And they overlook the important fact that the inducements to obey may be so qualified and presented to the generous mind of youth, that government shall continually appeal to, and exercise the noblest sentiments of their nature.

According to the nature of the principle thus appealed to, we will consider discipline regarded as a method of culture, as either servile, selfish, moral, or religious.

1. The government of a school or family is servile when obedience is secured by addressing mainly the principle of fear, or the dread of punishment. I cannot conceive how a child, whose conduct is regulated by such a principle, can resist the operation of the natural law of development, and exhibit any other than a servile spirit—the necessary result of acting continually under the sole stimulus of compulsory law.

Let it be remembered: first, that in discipline we aim to secure obedience to law as a rule of action by the aid of some principle within the child. Secondly, that the principle, whatever it may be, is thereby more rapidly educated or developed than by any other means, for the simple reason that it is continually and earnestly exercised. It is, therefore, but a truism to affirm that the sentiment by which he is governed in the school and family becomes the principle by which, in after life, he governs himself.

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A child controlled by fear alone, though outwardly subjected to the purest form of law on earth, will exhibit in his character either the servility of the slave, or the perverseness of the rebel. It cannot be otherwise. Let not the governor of youth, therefore, weakly reason that because no outward transgression marks the daily conduct of his youthful subject, that, therefore, he appreciates and honors the law in his mind. For external obedience to a virtuous law by no means argues a right disposition, even though all supposition of hypocrisy is removed. And yet, how often the teacher rests satisfied with this spurious honor rendered to the letter of his law! How often does the parent regard with complacency the fair exterior of that young life, which, though disguised in the outward forms of virtue or piety, is yet the embodiment of other and less noble principles! How often do they both forget that though a virtuous law proves the virtuous will of the master, yet obedience thereto proves not the virtuous inclination of the subject!

How far the interesting question of corporal punishment is involved in this view of discipline as a moral process, we do not now inquire. We would discuss only the general subject of discipline in schools. We would remark, however, that as a punishment, chastisement is not necessarily addressed to the lower sentiments of the child, though from the manner of administering it the most unhappy and vicious consequences sometimes ensue. Nor is the use of such an incentive as the rod as objectionable as some of those other ingenious devices which more effectually produce a servile spirit in the young. We would not benevolently spare the rod, and yet cruelly spoil the child. We can even imagine how the rod might be applied as an excitant of the best feelings in a boy's nature, and how its disuse might give an opportunity for the exercise of the most terrible and servile discipline on earth. It is, however, to say the most, a most dangerous instrument of punishment; none but the most skillful executioner should wield it. Would that Solomon, who so strongly recommended its application, had definitely explained the time and manner of its use. We might venture to say that it may be used; but rather as the symbol than the implement of discipline. The king gives no blows with his sceptre; and the sword of Justice is as harmless as the pastor's crook: yet our conception of a monarch is incomplete without the appropriate symbol of his power. So the rod is the teacher's scepter; and though he may never feel that it is necessary to smite, yet he should occasionally wave it as a symbol over those with whom fear is the beginning of wisdom.

THE SELFISH METHOD.

2. We have already distinguished between that kind of discipline which simply inflicts punishment upon the offender, and that which may be considered as a moral process, to which all pupils are alike subject, and

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which tends to the development of character, either good or bad. Continuing our observations upon discipline in this latter sense, we add a few general reflections upon that method of governing the young, which from the sentiments appealed to, and the effects produced upon character, we would denominate the selfish.

Obedience may be prompted by any of the various sentiments or passions of the human heart; but that which is most directly appealed to, and under the influence of which the child most generally obeys, gives character to his obedience, and in the end becomes a fixed and well developed principle of his life. It is not the code itself, therefore, but the principle from which the code is obeyed, that determines whether the discipline be servile or selfish, moral or religious. Teachers cannot, therefore, be too careful and discriminating in presenting to pupils what are denominated incentives to obedience. We have known entire classes stimulated to intense study by incentives, which, in the end, proved almost ruinous to the heart, though they induced a species of brilliancy, and some erudition. The head may thus be educated, not only to the neglect of the heart, but even at the sacrifice of its best and noblest principles. We have seen a mother bribe a covetous boy to give alms—one of Heaven's own beautiful laws—by the promise of a reward in kind, of double value, and then in her weakness call the bargain "charity." Children's prayers are sometimes bought with whistles, tops and trinkets. The Bible is often read for wages—sometimes servilely, by compulsion. Many a lesson has been prepared under the stimulus of a jealous hate or an ungenerous ambition to displace an equal or superior from some miscalled post of honor. Parents, as well as teachers, sometimes fan the fires of a passion whose destructive nature they little understand, and whose subsequent influence on the life and character of their children attests the wonderful susceptibility of the young heart to disciplinary culture. There is not an outward act of obedience—there is not an external form of virtue or of piety whose performance may not be induced by an appeal to sentiments that should be repressed rather than developed.

As teachers, we can legislate only for the body, for the outward conduct of the pupil; yet we can so direct the stimulating appliances of discipline that we may cause the worst principles to spring up in the heart and assume for a while the disguise of the fairest behavior. But the time will come when these external restraints of the law will be removed, and then the ambitious, the vain, the jealous, or the selfish spirit, already fostered and strengthened by the appliances of a misguided discipline, will seek to employ itself in its own proper forms of folly or of vice.

If, in these judgments, we examine the usual incentives by which the young are sometimes influenced at school and in the family, we shall find I fear, many things to condemn. The true educator looks beyond the external life enacted day by day around him; fixes his discerning eye on the spirit within, and makes that, in all its wonderful departments of

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will, thought and sentiment, the object of his culture and instruction. It is the soul itself that he would lay hold upon; and, almost ignoring outward forms, he would mould and fashion, train and invigorate the subtile, spiritual elements of that inner and mysterious life, whose form is as a vapor, but whose essence can never die.

We have said that in scholastic and parental government the law is one thing, and the appliances used to secure obedience to that law, another. The discipline is servile when these appliances are addressed mainly to fear, and selfish when addressed solely to desire. These two principles—fear and desire—occupy the lower department of human affection, looking the one to the evil that is to be avoided, and the other to some sensible good to be enjoyed. These desires of the young heart are so many and so various in kind, that it would be almost impracticable to enumerate the different arts and devices which an ingenious teacher may employ, in order to bring about an outward compliance with law.

Let us suppose, for illustration, that he has enacted and formally announced the rules and regulations of his school; and to prevent the plea of ignorance or forgetfulness, he has posted his statutes on wall and door, so that the urchin that runs may read. This is the first step in government. So far it is, however, merely declaratory of the teacher's will—prescriptive of the student's conduct. The work of legislation is finished, the statute-book is written. To induce obedience is the next care of the teacher. This he may undertake to do, as an executive minister, by punishment alone; in which case he deals with the offender only, and leaves the rest of his subjects to the salutary influence of his example. But in the higher character of a disciplinarian, he makes his laws the exponents of correct principles for all classes of his pupils; and he accordingly introduces and constantly applies various incentives by which their hearts are always addressed, cultivated, and enlisted. The invention and use of these appliances is the most delicate and difficult branch of the art of discipline. He accordingly determines in his own mind what sentiments he will appeal to, and they shall be addressed in order to secure the observance of his rules. Does he so administer that terror or fear becomes the mainspring of obedience? If so, the discipline is servile, as already shown. Does he appeal to ambition exclusively, to the love of praise, to pride, to avarice, or to emulation? If so, his discipline constantly, rapidly, and fearfully strengthens the worst form of selfishness. Here the teacher may play the part of an irresponsible tyrant, a petty diplomatist, or the skillful disciplinarian. And here the great agency is set on foot by which character, either good or bad, is formed for time and for eternity. Let not the teacher, then, overlook the vast importance of incentives as a means of constant culture of the heart. Let him remember that, though his laws may enjoin every virtuous and becoming action, yet he may, by the method of his discipline, interest even the most vicious sentiments in the forms of obedience. He that in-

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duces a pupil to study, by merely feeding his love of praise, nurtures vanity as well as learning. He that buys a child's charities, makes him selfish rather than kind. He that applauds a child on its knees, steals its heart from God. He that proposes a feast to the boy that shall conquer his spirit, will as often reward a glutton as a hero.

I would not be understood as condemning every appliance that may be directed to these natural sentiments of the human heart; but is a matter of the first importance to determine how far they should mingle with the general motives of conduct, and what extent they may be safely appealed to in support of any given law, and in the government of any particular individual. Hereafter, under other heads, we propose to discuss, less negatively, the general principles of sound discipline as a means of moral and religious culture. W.

ROCK COUNTY TEACHERS' ASSOCIATION.

PROCEEDINGS OF THE FIRST REGULAR MEMTING.

THE Association convened in the Seminary building, at Evansville, at 7 o'clock on Wednesday evening, January 18th, 1860, and was called to order by the President, Rev. W. C. Whitford, of Milton.

The exercises were opened with prayer by the Rev. Mr. Morehouse, who also welcomed the teachers on behalf of the citizens of Evansville.

The President briefly responded in behalf of the Association.

E. Searing, of Union, was then introduced, and proceeded to address the Association upon the subject: "How we should teach, and whom."

Brief remarks were then made by Prof. C. H. Allen, and Prof. J. L. Pickard, State Superintendent.

Only one member of the Committee on Constitution being present, the President appointed J. M. Treat, of Evansville, and E. Searing to fill the vacancies.

The Chairman of the Executive Committee being absent, D. Y. Kilgore was appointed to act in his place.

Adjourned till 9 o'clock A.M., Thursday.

THURSDAY, Jan. 19, 9 o'clock.

Session opened with prayer by the President, and with singing.

The minutes of the organization meeting at Milton were read and approved.

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The Association then listened to an address from the President, Prof. Whitford, on the subject "The Studies taught, and Traits of Character formed in our Schools."

S. S. Wallihan, of Milton, from the Committee on Constitution, reported the following, the articles of which were taken up separately and adopted:—

CONSTITUTION.

ARTICLE 1.—This association shall be called the *Rock County Teachers' Association*, and shall have for its object the mutual improvement of its members, and the advancement of public education throughout the county.

ART. 2.—The Association shall consist of Teachers residing in this county, any one of whom may become a member by signing the Constitution and paying a fee of twenty-five cents. Honorary members may be elected at any annual meeting.

ART. 3.—The officers of this Association shall be a President, two Vice Presidents, a Secretary, a Treasurer, and a Board of five councillors, who with the President and Secretary, shall constitute an Executive Committee, any three of whom shall constitute a quorum;—to be elected by ballot at each annual meeting.

ART. 4.—The duties of the President, Vice Presidents, Secretary, and Treasurer shall be such as pertain to the same offices in similar Associations.

ART. 5.—The Executive Committee shall arrange business for the annual meetings, and all other meetings, procure lecturers for the same, and, through the Secretary of the association, who shall be *ex-officio* their Secretary, conduct such correspondence as may be deemed advisable. They shall also have power to call special meetings of the Association, to fill all vacancies occurring in the offices, and shall make to the Association an annual report of their proceedings.

ART. 6.—The annual meeting shall be held at such time and place as the Executive Committee may designate, and any five members who shall meet at a regular or special meeting shall constitute a quorum for the transaction of business.

ART. 7.—This Constitution may be amended at any annual meeting of the Association, vote of two thirds of the members present.

The Executive Committee then reported a programme of exercises for the day.

Voted that the Association adjourn on Friday afternoon.

About fifty names of those wishing to become members of the Association were then enrolled, and ten persons elected as honorary members.

After a recess of ten minutes, J. L. Pickard, State Superintendent, requested the teachers of the county who were present to report concerning the condition of their schools, character of school houses, interest and visits of parents, etc., and especially concerning the district libraries.

These reports having occupied the remainder of the forenoon, the Association adjourned till 2 o'clock P.M.

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THURSDAY, 2 o'clock P.M.

Called to order by the President.

A. H. Lewis, of Milton, read an essay upon the subject, "Why we Teach."

Prof. Allen then conducted a class exercise in Geography.

Miss Carrie S. Burnham, of Evansville, then read an essay entitled, "Character."

A spirited discussion then ensued upon the following question presented by Prof. Allen: "Whereas the State provides for the free education of all children within her limits, therefore, resolved that it is the duty of the State, by suitable laws, to compel parents and guardians to educate the children committed to their care." Discussion postponed.

Adjourned till 7 o'clock.

THURSDAY EVENING, 7 o'clock.

Association called to order by the President. Exercises opened with prayer by the Rev. Mr. Starr.

Prof. Allen then proceeded to deliver an address upon "The Irrepressible Conflict"—between knowledge and ignorance.

Prof. Pickard, the State Superintendent, was then introduced, and addressed the Association and people upon the duties of parents in relation to common schools.

On motion, the vote previously taken to adjourn on Friday afternoon, was reconsidered, and adjournment deferred till evening, that the Association might hear an address from Mr. Kilgore.

After singing, the Association adjourned to 9 o'clock Friday morning.

FRIDAY MORNING, Jan. 20th.

After the usual opening exercises, the Association proceeded to the election of officers. Messrs. C. H. Campbell and S. R. Wheeler appointed tellers.

On motion of J. M. Treat, the order of business was suspended, and J. H. Taggart appointed Treasurer *pro tem.*, to take fees of members before voting.

The Association then proceeded to ballot for officers, with the following result: President, Rev. W. C. Whitford, Milton; 1st Vice President, D. Y. Kilgore, Evansville; 2d Vice President, D. H. K. Whitcomb, Union; Secretary C. H. Cronk, Footville; Treasurer, S. S. Wallihan, Milton.

On motion, Messrs. E. B. Harvey, G. M. Guernsey, and D. M. Rowley, were appointed as a committee to nominate Councillors.

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S. S. Wallihan, of Milton, then read an essay entitled "Behind the Scenes."

The Committee on Councillors reported the following names: G. M. Guernsey, A. O. Warner, Chas. H. Campbell, A. T. Bridgeman, A. H. Lewis. Report accepted, and the persons nominated were duly elected.

Prof. Allen then gave a short address on the true method of teaching grammar.

Mr. H. D. Cox followed on the subject of Penmanship.

The Association then proceeded to discuss the following question, presented by Mr. Whitcomb: "Resolved, that all communication in school ought to be prohibited in the hours of study."

After a brief debate the discussion was postponed, owing to arrangements on the part of the citizens of Evansville to give the members and attendants of the Association a sleigh-ride, to escort part way home the members of the Milton delegation, who were obliged to leave; and after a happy response to the proposition by Prof. Whitford on behalf of the Association, on motion, adjourned to three o'clock P.M.

FRIDAY, 3 o'clock, P.M.

Association convened. Mr. Kilgore in the chair.

C. H. Cronk, of Footville, delivered a brief sub-lecture on ancient and modern educational advantages.

E. Searing made a few remarks upon the subject of teaching arithmetic, and the necessity of full and careful explanation, by the teacher, of the reasons that underlie its rules.

Mr. Kilgore spoke at some length on the true method of teaching reading, and gave some illustrations, and answered some questions.

Adjourned till 7 o'clock.

FRIDAY EVENING, 7 o'clock.

Called to order by Mr. Kilgore. Exercises opened with prayer by Rev Mr. Foote, of Evansville.

Mr. Wallihan, from the Committee on Resolutions, reported the following, which were adopted:—

WHEREAS, We believe the noble system of free schools of our State underlies the prosperity of all our civil and religious institutions, and whereas the important vocation of teacher has devolved upon us, therefore

Resolved, That we will go forth in the true spirit of that calling, endeavoring, by all honorable means, suitably to sustain its dignity and fulfill the important trust it imposes.

That any system of instruction which does not aim at heart culture, and the formation of true character, is not worthy the name of education.

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That it is one of the highest duties of the teacher to endeavor to awaken a much greater interest in the minds of parents on the subject of physical training, which shall include regular and systematic physical exercises; the location and beautifying of grounds for school purposes, and the better construction, ventilation and furnishing of the schoolroom.

That the practice of keeping young children in the school room more than three hours a day is a murdersome one, and ought to be discontinued.

That in the Wisconsin Journal of Education we have an important auxiliary in our work, and it is the duty of teachers to give it a wide circulation.

That to those who, in conducting the leading exercises of the association, have so ably contributed to its interest and instructiveness, we tender our hearty thanks.

That we, who have so heartily enjoyed it, highly appreciate the noble hearted hospitality extended to us by the citizens of Evansville, and assure them that they shall ever be held in grateful remembrance.

That the thanks of the Association are due to the Principal, Teachers, and Trustees of the Evansville Seminary for the free use of their building, and for their earnest endeavors to render its present session pleasant, interesting, and profitable.

That the Secretary be requested to transmit copies of the proceedings of this meeting of the Association to the Janesville Gazette and Free Press, Beloit Herald and Times, Madison State Journal, and the Wisconsin Journal of Education.

In addition to the above regular report, the Committee submitted the following "irregular" resolution:—

That the "authors" and "instigators" of the excellent sleighride tendered to the members and attendants of the association on Friday afternoon, ought to be "indicted" as uncommonly good drivers, as whole hearted fellows, worthy of an oyster supper at some future day, and that they may expect the "punishment" of being long remembered by those upon whom their "depredations" were committed.

Voted that the Executive Committee be instructed to call the next annual meeting in September.

D. Y. Kilgore, of Evansville then proceeded to deliver the closing address, urging the importance of the teacher's work, and the necessity for a thorough preparation by those who assume its responsibilities.

On motion, the Association adjourned *sine die.*

E. Searing, *Secretary.* W. C. Whitford, *President.*

"STRAINING AT A GNAT AND SWALLOWING A CAMEL."

At the commencement of a recitation a boy comes to his teacher and says: "My father was sick last evening, and I had more than usual to do; I have been unable to learn all of my lesson. I hoped to learn it this morning, but have not had time. Will you please excuse my lesson to-day sir? and I will make it up as soon as I can." The teacher who wishes to impress upon the minds of his scholars the importance of performing the

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tasks assigned them, and the impropriety of asking for an excuse, replies: "You must get time. If it is necessary to sit up all night you must do it. The lesson I give you must be learned at all hazards. You may receive a check and remain after school and learn your lesson."

A classmate, who had been watching with interest the result of this appeal, was more shrewd than his companion, and concluded to try another tack, for he had been off skating all the evening before and had not learned his lesson. So he asked the one next to him to tell him such parts of his lesson as he could not recite, and, keeping his fingers between the leaves so that he might peep in occasionally, managed to guess out most of his lesson. When the report was taken he answered,—"Perfect,"—and was marked accordingly, while his classmate, whose father was sick, was marked unprepared.

The boy who was truthful, honest, and did the best he could, received a check and a reproof, was marked unprepared in his lesson and detained after school, while the other, who had not looked at his lesson till he came to recite, who disobeyed his teacher by communicating, deceived in reciting, and gave in a false report, was marked perfect both in recitation and deportment.

Again; it is composition day. Mary, who composes easily, and writes rapidly, has stolen time from her lessons in school to scribble off four pages; while Sarah, who is not so good in composing, or so rapid in writing, spent four hours of Saturday in hard work upon her composition and has not succeeded in writing quite a page. Kate has borrowed one of her friend's old exercises and copied it off neatly. They are all handed in, examined and marked, Mary 18, Kate 20, and Sarah but 6, while she is requested to re-write and lengthen her exercise.

It is the usual time for declamation, and Master H., who is naturally bold and memorizes easily, has committed a long declamatory piece, and with a forward air steps up before the school and rehearses his piece without faltering or hesitation; while Master B., who is naturally diffident and retiring, has, with twice the exertion of his schoolmate, learned a short piece. He goes tremblingly upon the stage, and recites hesitatingly, and as some of the scholars smile and laugh, he finally breaks down entirely.

He receives reproof, and Master H. praise.

Again: it is recess and the scholars are upon the play ground. James in his eagerness to catch the ball, with which they are playing, steps over the bounds and is reported for transgressing the rules of the school. William is in another part of the yard, busily engaged in trying to excite a quarrel between two little boys, and finally succeeds in getting them to blows.

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The little boys are punished for quarrelling, while the one who provoked the quarrel goes unreproved.

At the close of school the scholars are requested to report communication. An honest scholar, who accidentally smiled to another before he thought of it, reported communication, received a check for it and was detained, while a deceitful scholar, who had played and communicated whenever he could do so without being observed, reported no communication and was marked accordingly.

Thus, day after day, honesty and truthfulness receive checks and reproof, while deceitfulness, lying, profanity, and many other real sins, go unpunished and unrebuked.

Do we not as teachers too often "strain at a gnat and swallow a camel?" Do we not, in dealing with our scholars, look more to the outward act than to the motive which prompts it? Do we not often make more ado, and punish with greater severity, things which simply annoy us, or some disobedience to the rules of school, than we do actual wickedness and disobedience of God's law? Ought this so to be? What kind of citizens will such a course make?

Let us rather attend to the "weightier matters of the law," even if we sometimes leave the other undone.

CLOUD CASTLES.

Ah! the castles I am building
In the rosy sunset sky!
Spires grow bright with Fancy's gilding,
Turrets rise serene and high.

Bannerets of silken tissue
Float high o'er the sunny wall,
And their shadows on the greensward
Like a golden glory fall.

On these banners gleams a watchword,
Floating out upon the breeze,—
Love—that watch-word—sweet its influence,
Like the breath of summer seas.

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"Love-in-Idleness" the castle
Far within yon purple clouds,
Where I haste in darkened moments
When cares compass me in crowds.

In and out beneath the arches,
Softly wander summer airs,
Burdened with no sound of wailing,
Which the earth-wind ever bears.

Not a sobbing, sighing cadence—
Not a low or restless moan,
Does the wind-sprite in my castle
Mingle in its cheery tone.

But a music glad and gleesome
Whiling my sad soul from pain,
Like the weird tone of the wind-harp,
Or the fall of summer rain.

There no shadows mark the hours—
There 's no "noon-mark on the floor;
Dials have I, but of flowers,
And the night comes never more.

Friends I loved, ah, well and truly,
Who have only "gone before"—
Gone beyond the silent river,
To a happier, fairer shore,

Meet me in my cloud-land castle,
Walk within it, clothed in white,
And their faces smile, illumined
With a patient holy light.

Eyes that long have slumbered sweetly
'Neath the daisies pure and white,
Meet mine own in silent rapture,
Never more to weep, good night.—

Hands are clasped and low words spoken
With the loved of long ago—
Wandering in sunny meadows,
Meadows flower-decked and low.

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Thus do we commune together,
Till I feel the weight of care
Lifted from my burdened spirit—
"Building castles in the air."

Though on earth we own no castles—
Own no acres broad and fair,
None shall e'er dispute our titles
To the broad domains of air.

There we reign, with freedom favored
As no earthly kings may be,
Our true subjects plot no treason,
Questioning not, they bow the knee.

Ye who in the courts of Mammon
Never tread this broad domain—
Never know "surcease of sorrow"—
Never find release from pain—

Leave the murk and dust of cities,
Leave the hot and crowded mart,
Prompted by your better nature,
Seek a nobler, better part.

Revel in far realms of beauty,
Carried in your lofty flight
Far beyond earths jarring turmoil
Into avenues of light.

From your sad souls shall be lifted,
Softly, surely, unawares,
All their burdened, sobbing sorrow,
All their weight of weary cares.

WHITEWATER, Jan. 15. 1859. NETTIE ROBERTS.

WINDSOR TEACHERS' ASSOCIATION.

THE Windsor (Dane County) Teachers' Association held a session at the school house in District No. 3, Windsor, Saturday, Feb. 4th.

Teachers were present from this and adjoining towns.

The meeting was called to order by Mr. Powell, Vice President of the

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Association, who briefly stated the objects of the meeting, and invited all teachers present to participate in the exercises. He then introduced Prof. C. H. Allen, of Madison, and J. T. Lovewell, of the Madison High School, who were to conduct the exercises.

The day was accupied in a class drill, and discussions of questions pertaining to the Theory and Practice of Teaching, in which teachers and citizens participated.

In the evening Messrs. Allen and Lovewell favored the Association with addresses upon the wants and capabilities of our public schools.

The following resolutions were adopted, and the meeting adjourned:

Resolved, That this meeting of the Association has been highly gratifying to our feelings as teachers, in that it has strengthened the bond that binds us together as co-workers in the great cause of education, and has renewed and deepened the desire to become capable, honest, and earnest laborers in the interesting field for intellectual and moral improvement which lies before us in our common schools.

Resolved, That the thanks of the Association be heartily proffered to Messrs. Allen and Lovewell, who have assisted and benefitted us so much by their advice, sympathy, and instruction.

Resolved, That a copy of these proceedings be furnished the Journal of Education for publication.

OTIS REMICK, *Secretary.* S. W. POWELL, *Vice Prest.*

MORAL AND RELIGIOUS INSTRUCTION.

"He that opposes moral and religious instruction in our schools is a virtual enemy to himself, to the world, and to God. When the world is fully enlightened it will thrust such an one from society, even as Vulcan was thrust from Heaven for defending wickedness.—*A. Picket's Opening Address before the State Teachers' Association, at Madison.*

WE cannot conceive how any person having read the sentences which precede the above quotation could have been so soured; but Mr. B. O. Zastrow Kussow seems to think it worthy of the following words: "What a mass of bigoted inhumanity." He seems to expect a less sevcre judgment. Well, "Blessed are the merciful."

In making the remark so much objected to, I had in view the time when men should in a greater degree appreciate the worth of the immortal mind. Now, we do not regard a Hottentot, or any human being who neglects to clothe the body, as worthy to be in our presence, and we look for the day when the truly enlightened will thus regard one who refuses or neglects to clothe the mind with its most needed habiliments, morality and religion.

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Mr. Kussow has taken the terms *moral* and *religious*, and, contrary to common courtesy in discussion, given them a meaning widely differing from their use in our address, from which we take the following: "We ask not for sectarianism—it is the bane of true morality and religion." Also: "It is that religious morality which acts in every action, breathes in every breath, lives in every life; that which, from its abundance in the heart, flows in every vein, and lends its sweet and benign influence all around, that should adorn the teacher's instruction; nor should the word of God or prayer be wanting. The teacher has an almost ever-ready opportunity to instruct children in the wisdom and goodness of God. When he speaks of the structure of the organs of speech, and the various sounds of the human voice; when he exhibits the symmetry, strength and manifest wisdom in the human frame; when he points to the trees, and their green leaves and fruits, to the corn and grass, vines and flowers, * * * * how can he refrain from pointing with delight to the God that dwells in all." These quotations will serve to show what we mean by morality and religion.

Mr. Kussow has undertaken to give religion the widest possible scope, and make sectarianism co-existent and in all respects co-extensive with it, as will appear from the following quotations: "Religion always refers to a certain creed which a certain portion of mankind has about a Supreme Being, or God." "Religion embraces only those who participate in the same creed, or idea of God." "But every religion, compared with other religions, is sectarian." He also declares, virtually, that any views differing from the belief of the Pagan and the Atheist would be sectarian; also, that all prayer is necessarily sectarian, and therefore unconstitutional and unlawful in our national assemblies and public schools. Again, he says "At length religious instruction can be given by any teacher, but according to his special religious creed, except he be a hypocrite, or, what is the same, a knave, and is, therefore, sectarian any way; thus constitutions and statutes forbid the same."

Perhaps I might have hoped "a less severe judgment." "Blessed are the merciful!"

Although Mr. Kussow has by no means met us upon our definition of sectarianism, nor in any manner met our arguments showing the necessity of moral and religious instruction, yet he has entered upon ground that we claim, and we shall contest the point with him, and see who will hold it.

His design in making religion and sectarianism co-existent and co-extensive must be evident to every reader, for, having once established the point it appears evident to him that he can call to his aid the constitutio and, while purging us of sectarianism, blot out religion.

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Has the day come when men will say, "to the mountains and rocks, fall on us and hide us from the face of him that sitteth on the throne." "Are they now to begin to hide themselves in the dens and in the rocks of the mountains?" Are we to hide from youth every idea of the Supreme Being? Are we to shut out all that tells of God? Then there must be a revolution. To what end? Why, that we awake to duty, that we look no more towards heaven, nor mention the name of God in the presence of children, that we banish all that tells of his presence, his power, wisdom, and goodness, that we obey the laws and constitution. If our opponent rightly expounds the laws, all are disobedient, even to Nature herself, all but the Atheist and, perchance the Pagan.

Hear now a well known truth:—

"Lo, the poor Indian, whose untutored mind
Sees God in the clouds, and hears him in the wind."

Now, let us vary these lines for another truth:—

Lo, the poor Atheist, whose untutored soul
Nor sees God in the clouds, nor hears him in the gale.

Banish the clouds, hush the winds, bid Æolus shut them up in their dungeon cave, hold fast the lightnings, let not the thunders utter their voice, swallow up the sea, darken the sun and moon, hurl the stars from their thrones, for, at morning dawn, at noon, at twilight eve, at dead of night they continue to whisper to the Indian, "There is a God," and to the enlightened they cry with a loud voice, "There is a God," to children they say, "There is a God." When Galileo was asked if he believed in a God, he says, picking up a straw, "Had I never seen anything else, I should know there is a God." Burn the straws, wither the flowers, hush the voice, darken the eye. Why should all these conspire to disturb the conscience of the Atheist in this land of religious liberty, and render their houses separate a day's journey. But hold, says our opponent, we object to nothing but the voice. Yes, let all nature speak, but let not the voice repeat the sound. Sure,

"What cannot be cured
Must be endured."

Happy thought! spirit of concession! At this point we imagine the following question: If Nature is so true to her author, and has so many voices, why ask another?

Nature speaks to the man of the forest, and he calls the voice the Great Spirit; but his knowledge of God is still very imperfect; he sees him as through a glass, darkly; and, receiving his morals and religion in the same manner, they are alike imperfect. "Man by wisdom knows not

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God," but, through revelation God becomes a reality in the mind, and his goodness, might, wisdom, and all his attributes become known, and morals and religion are in themselves perfected.

Now, let us consider where we stand. Mr. Kussow, under no condition, will permit us to give, in our schools, any religious instruction, or idea about a Supreme Being, or God, drawn either from nature or revelation. but requires us to teach morals, though our moral code must be drawn entirely from Nature, of necessity, as he will not allow revelation. Then every man to his own god; he that will not have revelation shall not have it, no, never. Let the finger of scorn and contempt be pointed at the plagiarist who purloins from the Bible a code of morals, or a system of religion, and palms it off upon the world as a production of his own brain. Our customs, manners, morals, and laws are all much affected by Holy Writ. A great majority of our youth learn from parents, ministers, teachers, papers, and books, the Word of God. Our moral code is taken from the tables of stone and from the sacred teachings heard from the base of a mountain in the Holy Land. Our laws are made within the hearing of prayer, and every oath is given in the name of God.

Then away! We protest against gleaning morals from a Bible land; take not a word or thought from the codes of enlightened America or Europe; go not to Jerusalem; stop not in all Palestine; ask not ancient Greece and Rome, for they saw the light from Palestine, and the Jew was there, and was accustomed to repeat the treasures and maxims of the sacred prophets, for "Plato says what he and the Greeks in general knew of the gods they learned of the Israelites; ask not Confucius, for he was a great traveler, and traveled mostly in search of moral precepts, and he could not have returned from his long journeys in the West without imbuing his garments with holy fire; nor look to Egypt till her darkness fully come, nor search where has been heard the voice of the missionary, but go into the midst of the unknown sea, where the sound of prayer has never been heard, nor the light of revelation gleamed; go to the wilds of the north, or to the bleak heights of Patagonia; to Ethiopia before she stretches forth her hand to God; go, finally, and search "in the dens and and rocks of the mountain" and bring us nature's pure code, not written mid the thunderings, smoke, and fire of Sinai, by the finger of God, but written by the wild shriek of a forest savage upon the hollow wind. Go, bring that "complex of all virtues."

When this compendium of all goodness is produced, will it please all men? It is not a supposable case. Is it just to ask a class of people to pay for instructing their children in a code of morals in which they do not believe?

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Again, suppose Mr. Kussow will permit us to draw our morals from the best codes of our own Bible land; shall we say it is wrong to murder, to steal, to lie, to defraud, to gamble, to sell intoxicating drinks, to play at billiards or at cards, to dance, to use profane language, to violate the Sabbath, to hold slaves, etc. Have not slaveholders rights, have not non-slaveholders rights, have not gamblers rights, have not liquor dealers rights, and pleasure seekers? In this country, where the freedom of conscience is guaranteed to all, are we not bound to grant all their opinions and teach to suit all. But Mr. Kussow says morals should be taught, and also claims that in religious matters a teacher cannot instruct contrary to his creed, unless he be a knave or a hypocrite; and this last remark will, of course, apply to giving moral instruction. Now, what shall be done. Oh, says Mr. K., we cannot expect to please all. Very well, another happy thought. Perhaps we shall not be obliged, on all points, to suit Atheists and Pagans. That we need not come under the head of knaves and hypocrits we must, of course, teach our own views of morality; therefore, what shall we do who have received our moral instruction from the Bible? Of course, teach it. Well then, we may carry the Bible to school in our heads, but not in our hands, and thus use it as a text-book of morals. How shall we avoid the conclusion, unless we import teachers from Oceanica or Patagonia?

May we introduce into our schools the studies of mathematics and the natural sciences? Mathematics has so enlarged the views of man, has entered so deep into the works of creation that we are much strengthened thereby in the belief of the omnipotence of the Creator. The natural sciences have so exhibited to the mind of man the skill, goodness, and manifest design in creation, that he is constrained to cry out, "Sure, there is a God," a skillful, contriving, all-wise, almighty being. Nature, aided by mathematics and the natural sciences, has so scattered the army of Atheists that it is two days journey from house to house. Ought not these subjects to be driven from our schools? Have we a right to do indirectly what we would not do directly. They are not religious subjects but they affect us religiously. Have not Atheists and Pagans rights? An Atheist sends his cherished offspring to a public school, an unsuspecting child. He studies mathematics, natural history, astronomy. He discovers manifest wisdom and dssign in all things. He gazes with wonder upon the beauty of the human eye, with wonder upon the insect that crawls at his feet, with amazement upon the heavens. His view is enlarged, his mind elevated. At last he sees Galileo's straw, and declares, "There is a God," and thus brings shame and sorrow to the gray hairs of his Atheistic father. So the Pagan who is severely taxed for the support

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of a public school finds his children have left the ancient faith and have thrown their idols to the moles and bats.

We imagine Mr. Kussow says here, "It is to be regretted, but the circumstances of the case demand the sacrifice; we cannot please all." But are you not now satisfied, since we allow you the voices of Nature, the power of science, and the head and heart full of Biblical morality. All this is good, and he is kind and conceding, but we would ask one more favor, a great favor, and then some small favors. What we have now received is sufficient to destroy Atheism and Paganism, and expel it from the heart, but it is not sufficient to implant in its place the true worship of God, and engraft in it the elements of real life and peace. It is one thing to eradicate the old tree, and quite another to plant the new.

We now ask the privilege to carry with us into the school a head and heart full of the religion of nature and revelation, with various and numerous assistants, and to deal out at proper seasons and on proper occasions of this abundance under the law, and according to the constitution, as the laws and constitution are evidently understood by the people, and as they were understood by their makers.

Then first: Shall we be allowed these various and numerous aids? If not, what shall be done with Sanders' spelling book, the elementary, with children's primers, first, second, third, fourth, and fifth readers. All these, probably, without exception, direct the child's mind to God, and nearly all contain numerous extracts and quotations from the Bible, and, of course, must be sectarian? What must be done with Paley's Natural Theology? it is one of the natural sciences, it dissects natural objects, the eye, the ear, the organs of speech, exhibits the wonders in the world of insects, and points to the magnificence of the heavens, and shows the singular contrivances, the manifest wisdom and design in all things, and draws the "inevitable conclusion" that there must be a great first cause which he calls God. What shall we do with Cutter's and Lambert's physiologys, with Burritt's astronomy, with Cowdrey's and Willard's moral lessons, and, in fact, with all moral and mental science, with Webster's Dictionary, for in it are numerous direct quotations from the Scriptures, and, although quoted for a scientific purpose, children might read them for a religious purpose. What shall be done with a great majority of histories, for all these point to Heaven, all more or less frequently draw the "inevitable conclusion. And again, all these are used in our schools somewhere from the first primary to the university. It is evident what must be done. Mr. Kussow must send out his pupils of philosophical mind, so skilled in puzzles and unconstitutionalities, and cause them to go through the land from Eastport to San Francisco, and rouse the peo-

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ple to a knowledge of their danger, gather together all of these incendiary books, make a bonfire that will light up the stars and send the "peculiar light back to heaven, whence it came. Then Mr. Kussow must gather all the atheistic ruins of the wide world, and call up all the spirits of the atheistic dead to renew science and make it like a desert without a pool of water, like the ocean in cloudy midnight darkness, and cover the heavens with brass that not a single beam from thence return upon a page.

But superintendents and all school officers throughout the nation recommend these books, and the people of all denominations and classes use them without murmur or suspicion of sectarianism. Doubtless some obscure sickly Atheist may have felt uneasy at some ideas in their pages and perhaps a Pagan. But in any of these books the idea of inculcating sectarian principles has not been urged.

Perhaps, however, Mr. Kussow will claim that he did not intend to include these books as objectionable, although they direct the eye to Heaven, draw the "inevitable conclusion," contain numerous quotations and extracts from the Bible, and thus continually convey "some idea of a Supreme Being, or God." But can we be permitted to use books that propagate such ideas, and not be allowed ourselves to take up and continue the sound? Can we be permitted to use books that insert numerous extracts from the Old and New Testaments and still be denied the books themselves.

He that looks over our country and sees how our school books are received, and that really knows and understands the spirit of our laws and constitutions, comprehends the character and motives of those who were the "Fathers of the Country," and still objects to the education of our youth in the love of God, raises his voice, not unconsciously, against the spirit of the age, the Declaration of Independence, of our laws and our constitutions. He that regards not the the voice of the nations, he that will not listen to opinions of such men as Washington, Franklin, Adams, Jefferson, Burke, Brougham, Webster, Stowe, Mann, Guizot, Wyse, Meilleur, etc., (see L. C. Draper's Report for 1858,) in regard to their opinions of the Bible, and religious teaching, will hear nothing but his own opinion.

Now, if Mr. Kussow will not allow us the books referred to, including also the Bible, provided that we observe strictly the constitutional provisions as usually understood, we must lay the pen aside, after stating that we cannot please Mr. Kussow, nor him that thinks the sun a ball of fire, or one that believes the world flat, or the human head like a half-bushel, or the human eye the creation of an unintelligent, undesigning, natural law, on the ground that we cannot please every body, however much we might desire.

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But we must take the pen again to report the discovery made by Mr. Kussow, that "prayer at the opening of school is, at best, a waste of time;" and also the discovery of Mr. K.'s pupil, that the Bible itself forbids public prayer. How ashamed the praying world will be when they discover their egregious blunder in the study of the Bible! There are many more peculiar assertions in Mr. K.'s essay, but we have not space to consider more.

We wish now, in a few words, to express what we believe to be the teacher's proper position. It is evident that a teacher, upon any and all subjects, should teach what he deems truth, but he need not necessarily teach all he believes to be true. One may believe in baptism by immersion, in the perseverance of the saints, in transubstantiation, in the doctrine of falling from grace; he may hold to one or more of these doctrines and yet never even refer to them in the presence of his pupils, and at the same time teach continually the fundamental principles of theology and religion. Again, if teachers desire to teach special creeds, they can do so without the Bible, and without prayer; but we believe such is not the desire of teachers, nor do we believe the people will be distracted or excited to jealousy. All must concede something, and all for the common good must unite upon common ground, Presbyterians, Methodists, Baptists, etc. Catholics and Jews have desired, more or less, to establish schools wherein to teach their special creeds, but all are yielding, and almost without murmur, to the great common or public school system, and seem willing to allow liberal ground broad enough for general education. We are permitted, and, we believe, justly, to take all generally admitted ground. We are permitted to give instruction upon the subjects of physiology and hygiene, but we would not think it proper to prejudice the minds of children upon the disputed points of pathology and medicine; we may properly instruct pupils in regard to the peculiaralities of our government, and teach political economy, and yet it would be inconsistent for us to introduce into our schools present politics; and, in like manner, there remains for us a great field of generally undisputed territory upon the subjects of theology and fundamental religion, separate from sectarian creeds. Thus there is left for us a grand platform for the public education of youth, which sends them forth into the world with enlarged, elevated, unbiased views to select for themselves with cultivated judgment in disputed points of morality, medicine, politics and religion.

A. PICKETT.

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Superintendent's Department.

OPINIONS, &C., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(*Continued from the February Number.*)

Q. Can a member of the District Board be removed from his office for neglect or refusal to perform the duties thereof?

A. There is no provision of law for the removal from office of any District officer for neglect or refusal to perform the duties assigned him. He may be fined for any such neglect. See School Code for 1859, Section 88. To this there is an apparent exception in the case of the Treasurer, whose office may be declared vacant by the Governor whenever a judgment is obtained against him upon his official bond. See Revised Statutes, Chapter 14, Section 3.

Q. Is the Town Treasurer authorized to pay to the County Treasurer any school moneys coming into his hands?

A. He is not. All school moneys coming into the hands of the Town Treasurer are to be paid over by him to the proper officers, as follows: Money raised by tax levied upon the town by the County Board of Supervisors, and money raised by vote of the town at its annual meeting, must be paid to the Town Superintendent. (See School Code for 1859, Section 45, Subsection 3.) Money raised by vote of districts at their annual meetings must be paid to the District Treasurers. (See School code for 1859, Section 35.)

Q. How shall the Town Superintendent apportion the moneys received by him?

A. It is the duty of the Town Superintendent "to apportion the school moneys received from the town and county treasurers, on the third Monday in March in each year, or as soon thereafter as he shall receive the same, to the several districts and parts of districts within his town, in proportion to the number of children residing in each, over the age of four and under the age of twenty years, as the same may appear from the last annual reports of their respective clerks, excepting such moneys as towns may raise for school purposes by a special tax, in addition to the tax imposed by the county Boards in pursuance of section 53, chapter 18, Revised Statutes, and all such moneys raised in addition to the amount required by law shall be apportioned among the several districts and parts of districts in each town, according to the assessed valuation of each district, as it shall appear from the last equalized assessment roll of the town; provided always that a majority of the legal voters at any annual town meeting voting such tax, shall not, by vote, decide to the contrary." By this it will be perceived that the

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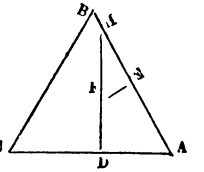
money raised by towns, in addition to the tax levied by the county Board of Supervisors, is hereafter ro be apportioned according to the assessed valuation of each District, unless otherwise directed by vote of town.

J. L. PICKARD,
State Supt. Pub. Ins.

Mathematical Department.



Solution of Problem No. 33.—Let the triangle A BC represent the garden. Let A be the place of the highest tower; C of the lowest tower. Let D be the point on the side AC at equal distances from from the tops of the towers at A and C. Let E be the point on the side AB, equidistant from the tops of the towers at A and B. Draw the line EF perpendicular to AB, and the line DF perpendicular to AC. It is evident that the point F at the intersection of EF and DF is equidistant from the tops of the three towers. Continue the line DF, and let H be the point of intersection of the continuation of DF with AB. To find the position of the points D and E: $50^2-30^2\div200\div2=4=$distance of D from middle of AC; $50^2-40^2\div200\div2=2\frac{1}{4}=$distance of E from middle of AB: whence, $AD=96$ feet, and AE $97\frac{3}{4}$ feet. Observe that the triangle ADH and FEH are similar to half the eqilateral triangle, therefore $AD\times2=AH=192$. $AH-AE=192-97\frac{3}{4}=EH=94\frac{1}{4}$. $EH^2\div3=EF^2=2961\frac{1}{16}$.

$\sqrt{EF^2+AE^2+50^2}=$distance of F from top of towers.

$EF^2=2961\frac{1}{16}$; $AE^2=9555\frac{1}{16}$; $50^2=2500$. $2961\frac{1}{16}+9555\frac{1}{16}+2500=15016\frac{1}{2}$.

$\sqrt{15016\frac{1}{2}}=122.54012$ feet, equals distance of F from top of towers.

$\sqrt{15016\frac{1}{2}-2500}=111.42723$ feet,
$\sqrt{15016\frac{1}{2}-1600}=115.82781$ feet,
$\sqrt{15016\frac{1}{2}-900}=118.81112$ feet,
} Distance of the pt. F from bases of towers.

PLYMOUTH, Feb. 1, 1860. S. LITTLEFIELD.

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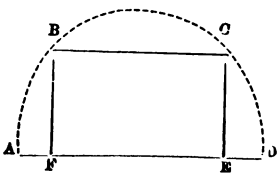

Solution of Problem No. 35[1].—Let $ABCD$ represent a semi-ellipse, and $FBCE$ its greatest inscribed rectangle. Put $2x=FE=BC$, and $y=BF=CE$. Hence, $2xy=FE.BF$ (1). The equation of the curve is $a^2y^2+b^2x^2=a^2b^2$ in which $a=\frac{1}{2}$ the major axis and $b=\frac{1}{2}$ the minor axis. Hence, $y=\sqrt{\frac{a^2b^2-b^2x^2}{a^2}}=\frac{b}{a}\sqrt{a^2-x^2}$. Substituting this value of y in equation (1), and omitting constant factors, we have $x\sqrt{a^2-x^2}$=maximum. Differentiating this last expression gives $\sqrt{a^2-x^2}.dx-\frac{x^2dx}{\sqrt{a^2-x^2}}=0$. Dividing by dx and reducing, we obtain $x=\frac{a}{\sqrt{2}}$. Having the value of x, we readily find $x=\frac{b}{\sqrt{2}}$. In Problem 35[1], $a=5$, and $b=3$; hence, $2x=10\div\sqrt{2}=7.07+=FE$, and $y=3\div\sqrt{2}=2.12+=BF$.

L. CAMPBELL.

Solution of Problem No. 36.—Let D represent the diameter of the requiried sphere, S its solidity, R the radius of the circle, and A its area. Then $\frac{3.1416}{6}D^3=S$, and $3,1416R^2=A$. Hence, $\frac{3.1416}{6}D^3+3.1416R^2=1000-2D$ (1). By the problem, $D=2R$ (2). Eliminating R from equations (1) and (2) and reducing, we get $D^3+1.5D^2+3.819709D=1909.854851$, from which we readily find $D=11.8281+$.

L. CAMPBELL.

Problem No. 37.—x will contain 24 a certain number of times and leave a remainder of 17; x will contain 17 a certain number of times and leave a remainder of 11; x will contain 11 a certain number of times and leave a remainder of 3. What is the least possible whole number which can be substituted for x.

E. A. ROOD.

Problem No. 38.—A and B start at the same time from two different points, M and N. A starts from the point M, and travels on a straight line at the rate of two miles per hour. The distance from A to B is constantly equal. The distance from B to the point M=the distance from M to N, and in three hours A and B are equi-distant from M. How far does B travel the first, second and third hour?

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KENOSHA COUNTY TEACHERS' ASSOCIATION.

PURSUANT to the call of the Executive Committee, the teachers and friends interested in the cause of education, met at Liberty, on Friday, Jan. 20th, at 2 o'clock P. M.

The exercises were opened with prayer by Rev. Mr. Payne, and music by the choir. Next in order was the reading of the Secretary's report, and alterations and amendments to the Constitution, followed by an essay by M. M. Rice, of Somers, on "Practical Teaching." An opportunity was then afforded of subscribing to the Constitution and By-laws, after which the Institute adjourned until evening.

At 7 o'clock P. M. an unusually large audience assembled. After a prayer by Rev. Mr. Stimpson, the roll was called, and the members responded to their names by appropriate sentiments.

Essays were read by the following persons: I. G. Thompson, Kenosha, subject, "Home Influence an element of Human Culture"; Miss Baker, of Kenosha, subject, "Look Up! for Heaven's above."; Miss Chamberlain, of Kenosha, subject, "The Meaning of Life, and How to Spend It"; Mr. Bailey, of Salem, subject, "School Houses and School Teachers Thirty Years Ago." These essays were well written and read. The views presented were elevated and practical, and were received by the audience with much acceptance. The Glee Club of Somers, School No. 2, under the charge of M. M. Rice, favored the Association with a song.

A report of the condition of the schools in the different townships was called for. Mr. Leonard Lee represented the town of Somers; he believed they were making progress, but was not particularly acquainted with their condition; he could say, however, with confidence, that District No. 2 was flourishing. Mr. Bowker reported favorably of Pleasant Prairie. Mr. C. Bourne reported Paris as not taking the interest she should in her schools. Dr. S. R. McClellan remarked that he could not say much in favor of Wheatland. Mr. Baily reported that the majority of the schools in Salem would be classed as No. 1. By an oversight, Bristol was not called for, but we are authorized by a gentleman from that town to state that a glorious work is doing there this winter for the schools.

Mr. T. J. Connatty made some beautiful and practical remarks upon the responsibilities of teachers, which were listened to with interest and attention by the audience. He was followed by Rev. Mr. Stimpson, in a short address, which was also interesting. At the close of the session, a committee on resolutions. consisting of the following persons, was appointed by the chair: A. Bailey, M. Rice, and I. G. Thompson. Adjourned.

On Saturday morning the exercises were opened with singing by the

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Glee Club of Somers, and prayer by Rev. Mr. Payne. One hundred and one members enrolled as in attendance this morning.

Mr. Conatty proposed that some amendments be made to the constitution, when the following were adopted: That the officers of the Society hold office for the term of one year; that the Association meet upon the first Friday in May, and the first Friday in November, of each year, and that a tax of twenty-five cents be levied upon each male member of the Association.

Mr. F. S. Bowker then read an essay, subject, "Success in Life"; and Miss Hicks, one written by Miss Locke, of Kenosha, subject, "Schools and their Teachers." Like the essays read the evening previous, these also were of a high order, pointed, practical, earnest. The Glee Club of District No. 2 of Somers was requested by a number of members to entain the Association with a few songs.

The audience was highly pleased with their singing. It was a practical illustration of what should be introduced into every school, and what may be done in the matter of vocal music, and it is earnestly hoped that teachers will endeavor, as much as possible, to cultivate this refining and ennobling art in their schools.

The following resolution was warmly discussed and unanimously adopted: Resolved that the claims of common schools should take precedence of all other secular interests. The gentlemen who engaged in the discussion, were Messrs. Rice, I. G. Thompson, Bingham, Hoskins, Stafford, Johnson, Sherwood, Judson, Moran, Boice, Dodge, Wright, Cass, Rev. Mr. Stimpson, and Rev. Mr. Payne. Those who participated in the discussion showed conclusively the interest and confidence they felt in common Schools.

The Association met at 1½ o'clock. The President in the chair. Mr. Bailey, on behalf of the Committee on Resolutions, submitted the following, which, after remark, were unanimously adopted:

Resolved, That no school teacher should be employed who makes use of ardent spirits, tobacco, or profane language.

Resolved, That we regard the frequent change of teachers and text-books a great detriment to the success of our common schools, and that we urge upon all interested the propriety of employing teachers by the year.

Resolved, That the teachers of this Association tender their most sincere thanks to Mr. T. J. Conatty, Rev. Mr. Stimpson and Rev. Mr. Payne for their efficient efforts in rendering the exercises of this session interesting and profitable.

Resolved, That we extend to the Trustees, and Society of the Congregational Church, our warmest thanks, for the use of this Church, for the public exercises of the session.

Resolved, That the thanks of the Association be tendered to the Choir of the Church, the Wilmot Glee Club and the Glee Club of Dist. No. 2 of Somers, for their services.

Resolved, That we tender to the citizens of Salem, our sincere thanks for the kindness with which we have been received and entertained during the session, and we desire to assure them

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that this kindness will be long remembered, and that we shall ever recur to our visit here as a bright spot upon the page of life.

An essay was then read by Miss Lydia F. Bourne, subject, "What Sculpture is to the Marble, Education is to the Mind."

Mr. Bosworth spoke briefly to the meeting, and closed by offering the following resolution, which was discussed, but not adopted:

Resolved, That during recitations pupils should depend wholly upon their teachers for instruction.

Mr. Leonard Lee, of Somers, offered the following resolution, which was unanimously adopted:

Resolved, That the several District School Boards of the county be requested to allow teachers to vacate their schools whenever necessary to attend the meetings of this Association without loss of time.

Rev. Mr. Payne, in behalf of the citizens of Salem, proposed a vote of thanks to the Association for holding the first meeting in that town.

Mr. Dudley Cass moved that the proceedings of this meeting be published in the Kenosha papers, and Mr. Bingham moved that they also be furnished the Wisconsin Journal of Education for insertion; both motions were carried.

Mr. Conatty addressed the teachers, congratulating them upon the promise of progress revealed in that first meeting of the Association. He urged fidelity and earnestness in their work; devotion to the glorious calling; self-sacrifice, if necessary, for the cause of virtue and sound learning. This county organization bound all, teachers and patrons of schools, who had signed the constitution, in a common bond of union; established, as it were, a brotherhood of workers for the public schools and the cause of popular education. We should, then, be active, living agents in this cause in our several localities, and see that we take no step backward, but make our vantage ground sure, by making every day a new conquest.

The Association adjourned at 3 o'clock P. M.

Thus closed the first meeting of our County Teachers' Association, and we think we but express the general conviction when we add that a more spirited pleasant and profitable educational gathering it has never been our good fortune to attend. A feeling of harmony prevailed throughout the session. The good order was remarkable, when we take into account the crowded state of the house. The interest was deep and well sustained, the whole time of meeting. We can safely say that the promise of the President was fulfilled to the letter, and that every one present went home "with a stronger hand, a larger heart, more exalted views and quickened perceptions," prepared to do faithful work in the schoolroom; enabled better to bear the toils and perplexities of this grand calling, and content to look away beyond the visible horizon of the earth for that reward—infinitely transcending in value any pecuniary return—which always comes

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to him who labors for the benefit of his fellow men, and who is a co-worker with the good and the true of every age and clime, in the grand office of elevating the human race.

B. L. DODGE, *Rec. Sec.* T. J. CONATTY, *President.*

Editorial Miscellany.

EXPLANATION.—In the proceedings of the last annual meeting of the State Teachers' Association, published in the Journal for August, 1859, appears a report of the Editorial Committee, in which the following paragraph occurs: "The Committee also recommend that the amount of $50, due to Col. Frank, of Kenosha for editorial services rendered two years ago, be loaned the Resident Editor by the Association in order that this indebtedness may be discharged, it being understood that the former editor, now absent from the country, will refund the loan on his return." An impression having been made upon the minds of some members of the Association that said paragraph reflected upon the business probity of the former editor, a disclaimer of any intention to make any such reflections was published in the Journal for December, and I feel it to be my duty to state that, acquainted as I was with all the facts of the case, I should not have permitted said paragraph to pass without explanation if I had supposed that it would convey any such impression as that above mentioned, and I now state for the information of all interested, that there was nothing in the business relations existing between the former editor and myself to justify any inferences unfavorable to his character as a prompt and reliable business man.

MADISON, Feb. 25, 1860. A. J. CRAIG.

THE ATLANTIC MONTHLY for March is an excellent number embracing in its table of contents the following articles: The French Character; The Pursuit of Knowledge under Difficulties; Implora Pace; The Progress of the Electric Telegraph; Love and Self Love; To the Muse; Screw Populsion; White Mice; For Christie's Sake; The Nursery Blarney Stone; The Professor's Story; Is the Religious Want of the Age Met; Reviews and Literary Notices. We have no room to point out the best articles, nor is it necessary when all are so good. Get it and read for yourselves.

THE LADIES' HOME MAGAZINE for March came promptly to hand, and is filled, as usual, with interesting and nseful articles, illustrations, fashion plates, etc., etc. Arthur's new story, "After the Storm," is increasing in interest, and abounds in good wholesome truths, applicable to the present condition of things in social life.

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STATE UNIVERSITY.—Chancellor Barnard has returned from Hartford, and is actively engaged in the duties of his office. He will endeavor, as far as circumstances will permit, to make the influence of the University felt, as a living, active agency, in our educational system. For change of terms, etc., see advertisement in this number. For proof that the University is becoming an efficient agent in furnishing a practical education, we refer our readers to the announcement in reference to the engineering department of the institution. That the University should be something different from a college, that in its perfect development it should comprise a collection of schools of literature, art and science, to any of which pupils should be admitted without being required to enter either of the others, and that in these schools the best and most complete instruction in the specialty taught in them should be furnished at a slight cost to all who wish it, is the prevailing sentiment of a majority of those who have given the matter any consideration, and we hope to see their wishes and expectations realized at no distant day. The department of Engineering is under the charge of Mr. T. D. Coryell, a zealous and competent instructor, a graduate of the University, and a true friend of popular education.

PAPERS FOR WISCONSIN TEACHERS.—NO. ONE.—The subscribers for the Pamphlet to be issued by Chancellor Barnard, containing the proceedings of the Institutes held under the auspices of the Normal Regents, in 1859, will be glad to learn that the work is now ready for distribution. The unavoidable delay in its publication is more than compensated, in the amount and quality of matter which it contains. From a meager pamphlet it has grown to an octavo volume of more than four hundred pages; embracing more of the very best educational literature, than any two volumes of the Teacher's Library.

In addition to Institute matter, there is a paper upon "*Intellectual Education, or the Cultivation of the Perceptive, Reflective, and Expressive Faculties*," by Wm. Russell, A.M.; "*The True Order of Studies*," by Rev. Thomas Hill, D D.; "*Letters to a Young Teacher*," by Gideon F. Thayer, A.M.; "*Catechism on Methods of Teaching*," from the German; "*Religious Instruction in Public Schools*," by Rev. Geo. Burgess, D.D.; "*Unconscious Tuition*," by Rev. F. D. Huntington, D.D.; "*Questions for the Examination of a School*," and "*Topics for Discussion in Teachers' Meetings*," by Chancellor Barnard.

The volume will be forwarded in packages to the places where the Institutes were held last autumn, or may be held the ensuing spring, of which notice will be given the subscribers by circular.

WE call the special attention of our readers to the advertisement by Messrs. Hickling, Swan & Brewer, of Boston, announcing the completion of Worcester's Quarto Pictorial Dictionary. It is highly recommended by distinguished scholars and educators, and is undoubtedly a work of vast research. When we have examined it we shall have something further to say. See, also, advertisement of Milton Academy, which is in a flourishing condition, and, under its present management, eminently deserving of public confidence and patronage.

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TEACHERS' INSTITUTES FOR 1860.—We are happy to announce that Chancellor Barnard, as Agent of the Normal Regents, will appoint, in the course of the year, as many Institutes as assurances of attendance and local accommodations will justify. Teachers and active friends of education, who desire to have an Institute held in their sections of the State, should move at once, and ascertain the probable number of teachers who will attend, in a particular month or week, the towns convenient of access, which will extend the usual hospitalities, and communicate the result to the Agent at Madison. Chancellor Barnard designs to hold at least two Institutes of four weeks each;—one at Madison, (in connection with the State University,) commencing Wednesday morning, April 10th; provided at least fifty teachers signify their intention to attend;—the other, in connection with some other literary institution in the State, which will furnish class-room, part of the instruction, and use of apparatus, and will make necessary pledges of attendance. The entire expenses of board, lodging, fuel, lights, and instruction will not exceed ten dollars to each teacher in prompt, regular attendance.

THE OHIO JOURNAL OF EDUCATION, is suspended, and is succeeded by "The Ohio Educational Monthly," edited and published by F. W. Hurtt & Co., Columbus. The Ohio Journal has always been a welcome visitor, and the Educational Monthly will not, we think, fall a whit behind its predecessor.

BRYANT & STRATTON'S AMERICAN MERCHANT, for January, is received. The principal articles are, Foreign Agencies; Sailors' Rights and Duties; Bankruptcy and Insolvence; Commercial Items and Statistics, comprising several short interesting sketches and a short Biography of Washington Irving. It is a valuable work, and well worth its cost, $2 a year. Address Bryant & Stratton, 18 Cooper Institute, New York.

BOOK TABLE.

THE RED ROVER, or the Skimmer of the Seas; a Tale by J. FENNIMORE COOPER. New-York: W. A. Townsend & Co., 46 Walker St. 1860.

Another volume of the splendid edition of Cooper now in process of publication by the enterprising company whose imprint is on the title-page. Though not as popular as the Spy, or the Leather Stocking tales, it is, nevertheless, replete with interest, and gives some graphic descriptions, in the author's best vein, of sea scenes, and life on board ship. Messrs. Bliss, Eberhard & Festner, of this city, are agents for the work, or it may be procured directly of the publishers, who will send the volumes, as issued, by mail, postpaid, to any address under 3000 miles for $1.50 per volume.

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HISTORY AND PROGRESS OF EDUCATION, from the earliest times to the present. Intended as a manual for teachers and students. By PHILOBIBLIUS, with an introduction by HENRY BARNARD, LL.D., Chancellor of the University of Wisconsin. New-York: Published by A. S. Barnes & Burr, 51 and 53 John St. 1860.

This book is a valuable addition to the "Teachers Library," and is, we believe, the first attempt, in this country, to present a connected history of educational systems and agencies covering the whole existence of our race. Though it comprises only a bare outline of the history of education, yet, in the compass of its three hundred pages is contained an amount of information relating to the subject of which it treats not to be found in any other work with which we are acquainted. It gives, so to speak, the position and boundaries of many countries which the student will be induced to visit and explore, and it puts the teacher in connection with the great minds of the past, who have given character to the education of nations, and formed and shaped the intellectual life of the world. It deserves, and, we trust, will have a wide circulation.

GEOLOGY FOR TEACHERS, CLASSES, AND PRIVATE STUDENTS, by SAMUEL TENNEY, A. M., lecturer on Physical Geography and Natural History in the Massachusetts Teachers' Institutes. Illustrated with two hundred wood engravings. Philadelphia: Published by E. H. Butler & Co. 1860.

The prominence which the researches and publications of Humboldt, Hugh Miller, Agassiz, and other eminent naturalists, have given to Physical Geography and Geology, has created such an interest in these subjects, and such a strong desire on the part of the people generally to become acquainted with them, that a supply of works calculated to meet the demand for light and information was to be expected, and as the school, in its different grades, is now the grand medium for conveying instruction, it is not to be wondered at that the works written should take the form of text-books for either the common, the high school, the academy, or the college. This is the third work of this class which the enterprising publishers of Philadelphia have issued during the past few months, and while prepared as a text-book for use in our schools it is well calculated for general reading, giving, as it does, a brief outline of the whole subject as well as the special treatment of technical Geology. A good idea of the scope of the work may be obtained from the table of contents, which is as follows: chapter I., General statement of the subject; chap. II., The earth considered as a planet; chap. III., Chemical constitution of the earth; chap. IV., Mineral constitution of the earth: chap. V., The rocks which compose the earth; chap. VI., General view of the vegetable and animal kingdom; chap VII., Fossils, and classification of the rock formations; chap. VIII., Brief descriptions of the several systems of Fossiliferous rocks; chap. IX., Geological changes now going on, and the agencies by which they are produced; chap. X., Concluding remarks, glossary, and index. It is printed in large type, on clear white paper, and well illustrated with wood cuts.

AMERICAN NORMAL SCHOOLS, their theory, their workings, and their results, as embodied in the proceedings of the first annual convention of the AMERICAN NORMAL SCHOOL ASSOCIATION, held at Trenton, New Jersey, August 19 and 20, 1859. New-York: A. S. Barnes & Burr, 51 and 53 John St. 1860.

This work comprises, as stated in the title page, the proceedings of the American Normal, School convention, held at Trenton in August last, including the address of the President Wm. F. Phelps, Esq.; a paper by Prof. Alpheus Crosby, of the Salem, Mass., Normal School, on "The Sphere and Work of the American Normal School"; a paper by Prof. J. Ogden, of Ohio, on the subject, "To what extent can the art of teaching be taught in the Normal School? What are the best methods of doing this?" a paper by Richard Edwards, Esq., on "The course of study best suited to the objects of American Normal Schools"; with discussions and remarks upon the several papers presented, embodying a large amount of information in reference to the history, plan, objects, and success of Normal Schools. Facing the title page is a fine cut of the State Normal and Model Schools at Trenton, New Jersey, and in the back part of the book are given views of the State Normal University at Bloomington, Illinois, of the State Normal Schools at Framingham and Salem, Mass., and of the State Normal School at New Britain, Conn.

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THE TEACHER'S ASSISTANT, by CHARLES NORTHEND. Boston: Crosby, Nichols & Co.

We have received from the publishers a copy of the above work, a notice of which will be found in the December number of the Journal. A further acquaintance with the work confirms us in the opinion that teachers will find it what it professes to be, an "assistant," and a valuable one too.

BIBLE HISTORY. a text-book for Seminaries. schools, and families. by SARAH R. HANNA, (formerly Miss Foster,) Principal of the Female Seminary, Washington, Pa. New-York; A. S. Barnes & Burr, 51 and 53 John St. 1860.

The principal facts of the Old Testament are presented in this work in the form of answers to qustions, and as the aim of the compiler is to present history and not doctrines, the book will prove acceptable to all who desire that the youth of our country should become better acquainted with the early history of our race.

BACK NUMBERS.

Owing to a removal of the Office, which disarranged the files of the JOURNAL, it has been impossible, for a month or two past, to supply back numbers; but the difficulties are now all removed, and back numbers from April, 1858, will be mailed, postage paid, to any Town Superintendent or District Clerk who has never received them, or who has failed to receive them regularly. A few numbers prior to the above date will be mailed, postage paid, on the receipt of ten cents per number.

NOTICE.

OFFICE OF COMMISSIONERS OF SCHOOL AND UNIVERSITY LANDS,
MADISON, January, 1860.

To Town Superintendents:—The Commissioners of School and University lands call the attention of Town Superintendents to Section 53, Chapter 165, of the Revised Statutes of 1858, which makes it a misdemeanor for any person to willfully cut, girdle, or destroy trees growing on any land belonging to the State, or to "willfully cut or take, carry or haul away from such lands, any timber or wood previously cut or severed from said land, or who shall dig or carry away any mineral, earth or stone in or upon any of said land." Section 55 of said chapter makes it the "*special duty* of superintendents of schools in each town," to inform the District Attorney of the county, of any offences mentioned in said section 53, and to give the names of the trespassers, and the names of the witnesses in the case. By Section 50, Chapter 28, of the Revised Statutes, it is provided that "the title or fee of all School and University land shall remain in the state until a patent shall issue for the same," and, until a patent is issued, the State can enforce penalties for waste committed on the lands. A certificate of sale issued from the State, only gives the holder, under Section 52 of Chapter 28, the posessory right to the land, and protects him from the penalty of the law while he is "actually using and applying any wood or timber on the land to the erection of fences or buildings thereon, or when taking firewood therefrom necessary for the use of his family, or when actually and fairly improving said land for the purpose of cultivation," and whenever a man in possession of land, by virtue of a certificate, exceeds these limits, he is liable to prosecution These sacred trusts, dedicated to the State for the purpose of educating her children, must be guarded with unceasing watchfulness Every good citizen should stand sentinel over the safety of these lands, and the present Commissioners trust that all Town Superintendents will use the utmost vigilance in watching over the School and University lands, and in bringing trespassing offenders to speedy justice.

L. P. HARVEY,
SAM'L D. HASTINGS,
JAMES H. HOWE,
Ex-officio Coms. of S. and U Lands.

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Department of Engineering at the State University.

THE School of Civil and Mechanical Engineering in the Wisconsin University was established by an ordinance of the Board of Regents, passed at their meeting in July, 1858. The subjects of Practical Surveying and Engineering were placed under the immediate charge of an Instructor. Since the passage of the ordinance two terms' instruction has been rendered in this school. The proportion of students in attendance upon the course has been large, thus demonstrating that the school meets a recognized and well defined want

In a new country like that from which the University draws the mass of its students, an increasing demand for the services of the Surveyor and Engineer may be expected, notwithstanding fluctuations in this demand, as in that for all other kinds of labor, occasioned by seasons of temporary financial embarassment. The boundaries of landed estates are to be determined, villages and cities are to be laid out and supplied with water, shafts are to be sunk into the earth for ores, harbors and landings are to be improved, streams are to be dammed and bridged marshes to be drained, ware-houses, manufactories and public edifices to be erected, and roads and railroads are to be located, built, and kept in repair. In the application of scientific principles required in the solution of all these problems lies the province of the Surveyor and Engineer. The continual widening of the domain of the natural sciences, and the rapidly accelerated increase of material wealth must make his work more and more indispensable, and give to the profession greater distinctness, permanence, and importance.

Without attempting to cover the whole ground in every department of Surveying and Engineering, it is the object of the University Engineering School to impart to the student the best professional knowledge, and the greatest amount of it possible in the time allotted him. The facilities which it affords are not intended to confer upon him that readiness of skill gained in actual practice—a thing which it is no necessary any school should do—but a sufficient number of practical exercises are required to familiarize the principles taught. Special attention is given to the theory and use of the most approved forms of the Surveyor's Compass, the Level, and the Transit. In fair weather, portions of each class are detailed in turn for field exercises, and excursions are taken into the country to acquaint the student with the best methods of executing actual surveys. The apparatus thus far supplied is a full set of Surveyor's instruments, including one of the best of the Gurley's Transits.

The instruction is rendered by lecture and by use of text-books, accompanied by frequent reviews and examinations It is a constant aim to conduct all the exercises in a manner best suited to secure mental discipline. The whole course extends over a period of two years, beginning with each fall term.

Candidates for admission to this course are required to possess a knowledge of Algebra and Synthetical Geometry, for acquiring which, ample facilities are afforded in connection with the Chair of Mathematics.

The subjects of study for the term beginning on the 8th of February, 1860, and extending over a term of twenty weeks, embrace:

Surveys of the U. S. Public Lands, and the method of executing and recording County Surveys, including the Subdivision of the Section, taught by lecture, Gillespie's, Davies', and Robinson's Surveying used as books of reference.

Leveling—taught by lecture.

The Location of Tangents and Curves in Railroad Surveying, Side Staking, etc. Hencke's Field Book used as a text-book.

Drafting—Mahan's Industrial Drawing used as a text-book.

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MILTON ACADEMY.

Spring Term Opens April 10 and Closes July 10, 1860.

NORMAL DEPARTMENT.

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BY PRES. HILL, ANTIOCH, OHIC.

(*Continued from the April Number.*)

The attempt to change the printed forms of the English language, for the ordinary purposes of books and newspapers, may be impracticable; and it may not even be desirable that such attempts should succeed; but the use of phonetic books for the purpose of teaching children to read, is both practicable and in the highest degree useful. So soon as the child has learned to read fluently in phonotype, it may take up common print, and read it easily from the general resemblance of the words on one page to those on the other; as has been proved experimentally in thousands of cases. The child thus taught to read common print, has its orthography more firmly fixed in his memory, because he perceives more clearly its oddities and anomalies. Bad spelling usually arises from an attempt to spell phonetically with the common alphabet; but this would be less likely to be done by one who had been accustomed to associate the idea of phonetic value only with a different alphabet. The use of a phonotype, for teaching a child to read has also the advantage of giving unceasing instruction in accuracy of enunciation, and no other method has been so successful in removing from a school provincialisms and vulgarities of pronunciation. For fixing the orthography of words in the memory, no practice is more useful than that of writing from dictation; but this means, of course, cannot be applied at a very early age. If we had phonotype in common use, it would be well to have the child taught to write at the same time that he is taught to read; but, with our present "heterotypy" (as it has been facetiously called), we must be content to begin writing at the time of transition

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from phonotypy, when the progress in reading will of course be much more rapid than in writing.

The approach to ordinary orthography, through phonetic type, leads very naturally to etymological considerations, which will be of interest and value to a child several years before he is ready for questions of syntax. Words themselves must be understood before they can be intelligently classified. When a word is introduced to the child, in its orthographic dress, and he laughs, as well he may, at the oddity of its costume, we may tell him of its gradual growth into its present form, and show him how the silent, or the mispronounced letters in it are the record of its ancient pronunciation, or of its derivation, or of an early error in its supposed derivation. This will lead us to explain to the pupil the conventional element in language: that usage is the right and rule of speaking; and then we may go further back, and show how much is really natural in the orgin of language, and how the meaning of words sometimes sprang from an imitation of sounds, from the musical expression of speech, and from instinctive attempts at expression through the position of the organs of speech. A child of six years old will recognize the nasal element in the *meaniug* of such words as snail, snake, snap, snare, snarl, sneak, sneer, sneeze, snicker, sniff, snipe, snivel, snooze, snore, snort, snout, snub, snuff, snuffle, and see how easily the word nose can be introduced into the definition of each. Then it will be interested to know that the Latins also called the nose, *nasus*.

The forms, even, of the individual letters may be made the occasion of pleasant lessons in the origin of written language, — the probable development of Shemitic alphabets from phonetic hieroglyphics, and of the European alphabets from those of Phœnecia. If such instructions do not awaken a scholarly turn of mind, and lead to literary taste, they will at least relieve the dryness of the spelling-book, and give the child some glimpses into the numerous and subtle ties which bind us with all the generations which have preceeded us.

The use of language is to be acquired at first by imitation. The study of books on grammar and composition does not belong to the early years of life, and it is a complete inversion of the natural method to give a child abstract themes for composition before he is old enough to think on such themes of his own accord. In the like manner, it is not in the true course of nature to teach a child to declaim before he can comprehend the pieces selected for declamation. The most instructive reading for a person of any age is that whose tone of thought is above his average thought, and yet not beyond his grasp; and the best exercise for a child, in learning to think and to express his thought, is to commit to memory such poetry or prose as is worth being treasured up forever in remembrance, but which is not entirely beyond his comprehension. Let him also, with the book before him, extemporaneously, turn good verse into good prose, and repeat the process so frequently as to be able to do it without hesi-

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tation. Before the child can write well he can dictate a narative of some real event in his own experience; and, as soon as he can write, he should be accustomed to writing, at first narrative, afterwards gradually coming to more abstract forms of composition, but always upon subjects with which he is familiar.

When foreign tongues are taught, — and every liberally educated person should at least have a sufficient acquaintance with them to develop his philological tastes, if he have any, — the method of nature, it seems to us, requires a blending of several modes of study. The pronunciation should be a matter of first importence; the student deciding, in the case of a dead language, on some fixed principles, and, in the case of a living language, getting as nearly as possible to actual present usage of the best speakers. Next comes the translating, and finally the grammar. The interval of time between these is not of importance; but it is of importance, in the study of any language, to read more than the small portion which you may daily analyze critically, with grammar and dictionary. Let neither mode of study be neglected; a portion in one book being thoroughly studied each day; while, in some other book, several pages are rapidly and imperfectly read. The words and constructions of most frequent occurrence will thus become familiar by repetition, and to the discipline of the exact critical study of sentences will be added that appreciation of the general spirit of a language which can be attained only from a more rapid and extensive reading of its best writers. Thus, in music, also, the best culture is gained when the pupil is daily drilled to extreme accuracy in the practice of select pieces, and also daily exercised in reading at sight several pages of new music. In the order of nature the child hears language and music long before it has the power to analyze and study them; and, in the order of study, it is better to have reading precede, in some degree at least, a critical and thorough study.

When translating from a foreign tongue into our own, there are two extremes in method, both of which are admirable, while the mean between them is worthless. In the study of a language you have two objects in view, — one to learn the language, and the other to gain from the study a strength and facility in the use of your own. Now, in learning a foreign tongue, one cannot translate too literally, keeping to the order and construction of the original; while, for the purpose of culture in the use of the vernacular, and indeed for understanding, in the earlier stages of study, the real thoughts of the author, one cannot be too careful to translate into the most appropriate and idiomatic English. We would, therefore, habitually accustom the student to a double rendering, first literally, then idiomatically; and in the literal rendering allow even etymological fidelity to the prefixes and parts of a compound word. Thus in the proverb, *Unkraut vergeht nicht*, may have the double rendering, *An un-plant thoroughly-goes not;* that is, Weeds never die out. The habit of literal rendering may be dropped as soon as the student has ac-

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quired the power of reading and understanding the foreign language without a mental transposition into the vernacular idiom; but the habit of correct rendering into easy and idiomatic English must be cultivated carefully as long as the study of the language is pursued;—the first is for a for a temporary use; the second for a permanent possession. Next to the ability to act well must be placed the ability to speak well,—and indeed, so interwoven are the functions of the human being, that the ability to express thought increases the ability to think, and the power to think increases the power to act. The common opinion, that the development of one power is at the expense of another, arises from the fact that the developed power is usually one that was by natural gift predominant; and the power that has dwindled, at first naturally feeble, has not had sufficient exercise to keep it of its original strength.

The brief limits to which we are compelled to compress these papers force us to give them a fragmentary character, and to leave each branch of the subject but partially developed: hoping that the connection and unity of the parts will be apparent to the reader who carries in his mind the general principles announced in our first article; and that such readers may find here hints that shall lead them, in the course of their own thoughts, to new confirmations of the general truth and utility of these views, and to new applications of them to special points in education.

The fourth general group of studies, included in our great division of history, we have designated in our tabular view by the word law. Man is not content with thinking and expressing his thoughts, with subduing outward nature to his needs, and making it subservient to his purposes; he also seeks to govern his fellow-men. The child is born subject to his parents, and the family government has always been a type, perhaps suggesting and leading to the government of tribes and nations. At all events, there are no men to be found without some traces of government, and, in all civilized countries, there has been developed the idea of impersonal law, in the organization of a community whose associated wisdom shall decide upon what is right and what is for the best interests of the whole; whose associated power shall enforce the right and develop the good, as far as the limits of its ability extend. The historical study of these relations of men is necessary, not only to a full development of the student's mental powers, but as a preparation by which he is fitted for an intelligent participation in the rights and duties of those relations.

The method of nature is here evident, that the child is born into the family, and learns, by subjection to his parents, the duty of subjection to all just authority, before he can understand the ground on which the authority rests. He is brought under the order and discipline of the family, before he can rise to the comprehension of that vast scheme of universal order, planned by Infinite Wisdom, in obedience to the impulses of Unfathomable Love, and carried into execution by Almighty power, — the Universal Order after which all wise legislation strives, according to which

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all just judicial decisions are framed, and which all righteous executive power seeks to embody.

So, in the school, the first and most important ideas of law come not from histories and constitutions, nor from political orations, read or studied by the child, but from the wise and just discipline of the school-room, from the rules of play observed among his school-fellows, and from the perception that the parents and the teachers are also subject, even in school matters, to the laws of the commonwealth and to the votes of the town. The judicious teacher, by occasional words, rightly directing the child's attention for the moment to such themes, gives what we have called incidental instruction in politics and law. The next step, in this branch of study, is history in the ordinary sense of the word. Afterwards, in the higher school or college, the pupil should take a brief course of study in constitutional law, commentaries on the constitution of his own state, of the United States, and of Great Britain, comparing them with those of Greece and Rome, and of the Hebrew Commonwealth.

It was our original purpose, in commencing these papers, to have continued them so as to embrace remarks on psychological and theological studies; but, as circumstances have compelled us to defer the remaining papers to an indefinite period, we will append here some general cautions to the reader, which we had proposed to leave to the end. A recent very friendly criticism on our views shows a misapprehension of them, by saying that we have placed the studies of the encyclopedia in a right line, instead of in a circle, and that we have provided only for the education of the knowing faculties, without providing for the education of the powers of expression and action, and of the feelings and sentiments.

Let the teacher, who is really desirous of knowing the true plan of education, remember that the body and its organs need training and care for their preservation and full development; that the sentiments and passions need to be judiciously called into play, and guided in their direction; that, above all, promptness and efficiency of action, and perseverance of purpose, are to be cultivated with great care, under a consecration to the love of God, and charity to men. In our scheme of studies we are showing what we consider the natural order of intellectual growth, and the following of its order will simply give the best opportunities for the other kinds of education. Thus intellectually we place the cultivation of the powers of observation first in the scale, preceding that of the inventive and of the reasoning powers. This intellectnal order of nature gives the opportunity, in physical education, of keeping the young child out of doors, rambling, under the guidance of its teacher, by the roadside, or over the pastures, to the benefit of his body as much as of his mind. The same intellectual order gives, in moral education, the opportunity for developing pure tastes, the love of natural beauty, and affording social pleasures of a higher character than in the ordinary plays of the school-yard. It gives also the best opportunity for impressing the young heart

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with the infinite wisdom and love manifested in creation; and the freedom of the walk allows the opportunity for the child to manifest its own choice and will in showing kindness to its playmotes according to the command of the Heavenly Father. In like manner, the whole arrangement of the intellectual problems placed before the human spirit would be found, if we understood it in its natural order to be adapted for the appropriate furtherance, at the proper age, of each part of physical, moral, and religious education.

The complaint which has been made, that an intellectual education is of no moral benefit, but rather a moral injury, so far as it is well grounded, is grounded as much upon the fact that our intellectual drilling has been inverted in its order, crippling rather than cultivating the powers of observation, as upon the fact that the attention given to intellectual education has withdrawn the attention from moral training. This idea appears to have been one of the moving springs in the heart of the late lamented Josiah Holbrook. In like manner, the injury done to the bodily health of children, by over-study, comes as much from the unnatural inversion of studies, the giving of that which is abstract before that which is concrete, as from the absolute amount of time spent by the children in close attention to the subjects set before them. Whatever be the amount of knowledge acquired in a given time, the ease of its acquisition will, evidently, be partly proportional to the lucidness and naturalness of the order in which it was acquired. The purely intellectual question of the true order of studies is, therefore, intimately connected, in more than one mode, with the question of moral and physical training, with the whole question of the highest welfare of the individual and the family, the state, and the church.

Nor, in either physical, intellectual, moral, or religious education, should we forget the artistic side;—that is to say, we must remember that skill in expression or action is as desirable as simple power. A man not only needs power, but needs it under control, else it loses its worth. Of how little avail would physical health and strength be to a man who could neither walk well nor swim well, who was at ease neither on the rower's seat nor in the saddle, who could neither drive nor skate, who could neither mow nor dig, but who, in all manly sports and all useful labors, found himself strong indeed, but clumsy and inefficient for lack of skill. In like manner, he would feel humbled and awkward indeed, who was conscious of great thoughts, and of deep emotions, and of a strong purpose to right, and was nevertheless unable to express himself either by spoken or written words, by chisel or pencil, or by musical tones, or by well-planned and well-timed deeds.

While all studies must be used as means of developing and guiding some power of action and expression, as well as of understanding, it is perhaps the especial function of the historic studies, of trade, art, language and law, to cultivate the powers of expression; and the teacher

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must remember to apply them in such manner as to produce this end. As the bread of the mind is truth, so the bread of the moral nature is action, or expression, and the pupil must be drawn out into expression, not made the mere recipient of instruction.

To pass to the other point in which we would caution the reader against a misapprehension of our views, it does not follow, because we have arranged the five branches of the hierarchy in a certain logical manner, with mathematics at one end and theology at the other, that this order is to be followed in arranging successive years of school life. It would better apply to the minutes. The order is that of logical development, that in which the subjects are to be successively unfolded to their fullest extent; but it would be absurd to postpone physical teaching entirely until a full knowledge of mathematics had been obtained, and so of any other branches. We may perhaps compare the course of education to the phyllotactic spiral on a two-fifths arrangement. The mathemathics are the row of leaves on which the zero leaf is to be taken, and you cannot rise to a higher point in your mathematics, except by running round through the other four rows. For the full. harmonious development of the child's mind we need a perpetual recurrence to the five essential branches of inquiry suggested by every sight of nature. The youngest child in the school brings in, perhaps, a dandelion. What is its form, and the number of its rays? What is its color, taste, and smell, its medicinal effects, its relations to the sunflower and other composite plants? — these are questions of physics. The derivation of its name, dandelion,—dents de lion, dens leonis,—from the form of the leaf, and of the generic name, taraxacum, from its medicinal effect; the fact of its introduction from Europe; the quotation of the lines,—

> "Dear common flower, that grow'st beside the way,
> Fringing the dusty road with harmless gold;"—

these would be historical instructions from the same simple flower. Then ask the child to tell you why he likes this flower so much: whether it is because it is prettier than morning-glories, or because it comes so early, or because it is so common,—and you stimulate him, perhaps, to one of his earliest efforts at psychological self-examination. Finally, speak to him reverently and warmly of the goodness of the Heavenly Father, who has spread beauty with so unsparing a hand before us, and tell him of the Saviour's appeal to our conscience, drawn from the beauty of the lily, using simple language that he can understand,—and you will have given him theological lessons also.

Now, every lesson in the school of life will lead, as simply as this dandelion has done. to the five great branches of intellectual studies; and no lesson has been fully taught until it has thus been linked into relation with all the main lines of dependent truth. The simplest geometry has

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its application to physics, its history of discovery and application, its psychological questions of the foundations of belief and the nature of proof and its theological aspect, in such queries as whether the relations of space are or are not dependent on the constitutions of our minds, and thus on the will of the Creator. The cycle of these five branches must be daily recurring, and our aim has been, in these articles, to show in what order the five branches are to be placed, which must always precede the others, which must first receive full development, and which, the crown and glory of the whole, must always be least within the reach of finite faculties.

TEACHING ASTRONOMY.

The editor of the Carolinian, Fayetteville, N. C., had some experience in teaching astronomy, of which he gives the following amusing account:

"We were teaching an 'academery' down in the wire grass county of South Georgia, soon after we left college, and among the 'higher branches' taught in that 'institution,' were the rudiments of astronomy, to which advanced text-book we had introduced a class of sand-hill boys and gopher-trapping girls, ranging in age from fourteen to twenty years. A few recitations, confined principally to the correction of mutilated pronunciations—as 'stairs,' 'hevingly bodies,' 'the yearth,' 'comics,' 'planics,' etc., when we made to the 'advanced class' the startling and incredible announcement that the sun did not rise and set daily; that the revolution of the earth on its axis made night and day, etc. There were a few open conntenances in that gaping, wonder-stricken class, about then.

"Next morning we were waited on by a grave, sage-looking patron of ours, who, with some asperity of countenance, as we imagined, contemptuous severity of expression, thus delivered himself:—

"'We 've employed ye here to larn our young 'uns, haint we?'

"We assented to the proposition.

"'Well,' continued he, 'what 's all this riggy marole and stronomy, and stuff about the sun not settin' and risin', and the yearth turnin' upside down of a night, and sich like infidel talk ye 've been foolin' the scholars with?'

"Now, thought we, for a triumph of science,—a lighting up of this benighted understanding. Inviting him into the academy, we proceeded to draw a diagram upon the blackboard for illustration. 'Now,' said we, 'the sun is ninety-five millions of miles from the earth—' 'Stop,' cried

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he, 'how do you know that? Who's been thar to measure it? What surveyor 's ever drug his chain over that route? 'Taint so!'

"In vain we assured him that scientific men had demonstrated it, philosophers proved it beyond a doubt, and that all the learned and eminent men in the world admitted and believed it.

"'They don't know nothin' about it,' was his dogmatic response, 'not a bit more 'n I do, and they 've never been any closer to the sun than I hev. It 's agin reason, sense, and Scripter to say the sun don't set—for there 's a text that, may be, you 've seed if you ever read the Bible—which I can scarcely believe you ever did—sayin', 'from the risin' of the sun to the goin' down thereof'; and see here, young man, if you can't teech the children somthin' better 'n sich fool and infidel argyment, you mout as well look out for a Dooly settlement, whar thar ain't no churches, and the folks never heerd o' the Bible.'

"We caved, wiped out the diagram with our left coat-tail, bowed out our indignant patron, and the next morning the 'stronomy' class was advanced to Peter Parley's geography and the sun permitted to rise and set as usual."

THE FROZEN BROOK.*

Far to the north of fable-land, stands a snow-capped mountain. Towering high above the clouds that float lazily about, its sides covered by sturdy evergreens or broken by rocky projections, it seems, when viewed from a distance, the very impersonation of beauty and grandeur. But upon approaching, the trees that looked so bright and green, grew deformed and yellow, and cast huge shadows,—shadows so deep and appalling the bravest man would shrink from entering them. As one advances still farther, he discovers, behind the mossy rocks, yawning caverns, and the thin hedged pathway is full of pitfalls, but half concealed by decaying vines.

This mountain is the mountain *Self*, and woe to him who attempts to explore it. If he escape the pitfalls, and be not lost in some of the numerous caverns, he will certainly fall a prey to the savage beasts that abound there. Close beneath, along the base of the mountain, runs the brook *Good Intentions*, a merry, prattling rivulet, dancing and singing in the sun-light: stealing deftly around the stones that fill its channel, caressing the broad petals of the lilies, or murmuring through the pendant branches of the willow, this little brook was contented and happy.

* Read at the High School exhibition, at Janesville, March 30, 1860.

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In fable-land, you know, there is but one language. Earth and air, sun and moon, speak familiarly to each other. Once, when *Good Intentions* was singing its merriest song, the sun spoke to it, saying, "Little brook, you have had a merry life thus far: you have made friends of the buds and flowers—even the wild beasts of the forest come often to listen to your pleasant talk; but you cannot always toy with flowers,—you have a duty to perform elsewhere. Beyond the meadow beside you, through which lies your course, is a large city: hundreds of rivulets just like you are hurrying toward it and will unite in one grand river. Then upon your commingled waters will float many ships, freighted with comforts for people of foreign lands; and, although you are but small, you shall be part of the ocean. Leave this grim mountain very soon, for if its shadow be cast upon you, chains of ice will hold you captive forever. Be wise, and pursue the course pointed out to you without delay; for in delay is danger."

Good Intentions listened with mingled sensations of curiosity and delight. That it was destined for so high a purpose, was almost too good to be realised. Fully prepared, it hastened to the outlet toward the meadow. Just as it was casting the last look at the pleasures it was leaving, a bird burst into a song so sweet that it paused involuntarily to listen: the song was a long one, and had scarcely ceased when two stately antelopes came down from the mountoin, and stood upon the bank of the rivulet.

Procrastination and *Self Indulgence* were beautiful to look upon: their eyes were large, soft and dreamy, and their voices full of pursuasive melody. "Whither away, little brook?" said *Procrastination*, "you will not leave us, will you?" "Ah yes, indeed. I must hasten on to the ocean," answered *Good Intentions*.

"Pshaw!" interrupted *Self Indulgence*, "you will have to bear great burdens, and rest neither night nor day: instead of your soft, mossy bed, you will roll over sharp stones, and dash against high, hard banks. Instead of the fragrant perfume of flowers you will be covered by dust and smoke. Here you can enjoy yourself as you will; there you have no time for aught but work." "But when night comes, this odious mountain will bind me with chains," cried the little brook. "But you will have plenty of time," put in *Procrastination*. "The shadows will not fall for hours yet."

Thus urged, *Good Intentions* tarried, listening to *Procrastination* and *Self Indulgence*, and scarcely heeded the shadows that crept steadily on. Often, as it grew chilly, it would determine to pass on to the meadow, but a sweet song, or a beautiful insect, or an open flower bud attracted it,

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until the shadows of the mountain covered its waters. Then, indeed, it remembered the warning the sun had given it in the morning. Alas! the last rays were disappearing behind the mountain, and the brook lay in dim twilight. Already the glittering ice-chains were forming an impassible barrier; and, try as it would, the brook moved but slowly onward; and before it reached the meadow, *Good Intentions* found itself a prisoner. Fainter and fainter grew its struggles; quieter and quieter its once restless waters; deeeper, darker grew the shadow; thicker the chains of ice. And now the poor little brook is bound a captive to the mountain *Self*.

Little children just setting out upon life's journey, with the long bright day before you, in which all your happy anticipations, all your fondest hopes, must be realized or disappointed, beware of this mountain. Flee away while yet it is morning. Touch not the flowers. Listen not to the bird-songs. Tarry not by the willows. If you do *Procrastination* and *Self Indulgence* will charm you until the shadow falls and binds your heart with chains never to be broken, a prisoner to *Self* forever.

CORNELIA S. BARRERE.

SPRING.

THERE'S a voice in the air that whispers of Spring,
And of life from the grave awakening;
A breath from a distant Summer clime,
That bears an odor of flower and vine;
The cloudless view of the western sky
Is softer and warmer to mine eye;
The icy chain that the stream hath bound,
By the hand unseen, without a sound
Has been broken; its waters, turbid and dank,
Weep o'er the sides of its mossy bank:
And the roots of the violets pulsate and thrill,
And the lily bulbs, and the daffodil,
Each to the other touch and sing
Their morning song to the welcome Spring.

J. R. GOODWIN, *in Merry's Museum.*

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PAST AND PRESENT.

AN OLD MAN'S SOLILOQUY.

"Up from the dim old past are visions stealing,
Bright visions, tinged with memory's finest gold,
That wake within the throbbing breast a feeling,
Though in years grown old."

The present days shine not with the unclouded brightness,

"That lighted up life's spring time bowers,
And gave such fragrance to the flowers."

A calmer light is shed o'er all, and, looking through the windows of my soul, life seems to-day a holier thing: less bright but not less beautiful the present days, than those that glided by at dawn. The flowers that spring up along life's pathway, are not less glorious, although less gay: the birds that warbled in the morning time their loudest, wildest melodies, still sing their songs to me, but in lower, sweeter tones: the summer showers kissed by the sunshine, wear the same bright hues as spring's first rainbow; and the moistening drops of hope that now descend, call forth new buds of joy to bloom around the heart, and shed perfume along life's way, almost as sweet as those which, e'er my infant feet o'erstepped the bounds of childhood, looked up to me and smiled.

Hope ever brightens the present hours: I have planted the willow o'er the graves of the early loved, whose tombstones pave the backward path of life, and to them turned, when trials pressed and care o'ercame, to weep: then rose again, brushed off the tears, and, looking forward upon life's coming years, saw new hopes arise, such as I thought might never die, and still I saw them wither and droop, and looked for more when they were dead. Thus are we ever hoping, "building castles in the air" to see them overthrown, and straightway seeking from out the crumbling ruins a stone upon which to found another.

Quivering along my spirit strings, runs the low, soft music of the present days, tender and sweet, like that I heard when but a child. Perhaps those tones have come to dwell with me once more, so oft I feel the joyous bliss of those glad hours when no alloy mixed up my cup of happiness. I used to laugh; and when I laughed 'twas for real joy: ah yes, even now I feel the present is but a little way from where the breeze of long ago swept o'er my brow, and lightly played amid my hair.

O, beautiful were the fair green isles of love and home that rose from out the waters of life's troubled, dangerous sea: the memory of those isles make these, my lonely twilight hours, less gloomy; and from their

* Read at the High School Exhibition, at Janesville, March 30, 1860.

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shores still be d the flowers that bid my soul in hope be strong, to breast with courage rougher seas. Fond memory leads me back to a little cottage, a dear old home among the hills, with its haunts sublime and shady bowers: where the rugged pine and fir tree grew, casting deep, dark shadows o'er crystal streamlets that ran rippling down through rocky dells: the dear old orchard, where robins sang the whole day long, and the turf grew greenest, and the flowers the brightest, that I plucked to deck my Mary's hair. There oft we wandered to gather the spicy mint that grew along the little brooklet's bank. That sunny bank still seems to me the loveliest spot of all the earth, for there I dreamed away life's early, sinless years, and there I plighted faith to her who blessed and made the spot an Eden. Fond memories crowd so thick and fast that I can scarcely give the present a tithe of what I give the past. As oft as night's dark mantle enfolds the earth, so oft will those, my early days, draw near to sing to me the songs that ne'er grow old.

Progression with improving hand hath swept away the ivy and the vine that drooped low o'er the open cottage door, and "sent the shadows of their slender pointed leaves across the sanded floor." The fireplace too, where around the hearth we gathered, the noisiest, happiest set of boys and girls that ever 'neath one humble roof-tree met, hath passed away. Yet, even now, I see a glittering row of bright tin dishes, placed with care upon the mantel-piece. Such nice brown bread my mother baked and gave to us in milk so rich and sweet: it never since has tasted thus to me; nor will it it e'er again, for then my heart had never ached, and never can it beat so light again. I do not pine in vain regret, but early years come back so bright and fair I love to chant their memories o'er.

"The old man ceased, sweet slumber stole
Serenely o'er his care-worn frame,
And wrapt in dreams his childlike soul
Lived o'er the days of youth again."

HATTIE D. CLOW.

DO YOU READ?

BY this question we do not mean to inquire whether you read the daily news and the current magazine literature, but whether you read as scholars understand the term.

The answer to the question, "Who are educated?" is a more difficult one than it might at first sight appear. And the crooked-minded and generally distorted monstrosities which are too often evolved by our imperfect methods of culture, have a tendency to prejudice the masses

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against a thorough education. They object, and very justly, too, to the expense of a training that frequently taxes them to their utmost, and which either unfits their sons for all the duties of life, or produces no good effect in modeling their characters or actions.

We have all seen men going about with vast stores of knowledge in their brains, but with thread-bare coats on their backs; and with that whitish-blue color in their faces that indicates a strict and scant vegetarian diet, and a sluggish circulation of water in the veins, instead of warm, rich blood. Such a pinched-up, suffering expression have they about the mouth; and so ancient, so rusty, so feeble, so bewildered do they look: so jostled and elbowed by the world's great, rough crowd, that the veriest hind, with broad shoulders and ruddy complexion, turns aside to gaze on them with pity. And a sad reflection it is to us that such "domes of thought" should be so lumbered with useless knowledge.

A man may be as expert as a Porson or a Bently in digging out Greek roots, but what will it avail if he can make no man the better or the happier for his knowledge? How many prodigies of scholarship have shuffled through life, and died, without the world's being the better for their ever having lived? Even the great scholars above named, — what have they done? Who knows? Had not their fame been watched by mummy-dry Dons in the cloisters of Oxford, who occasionally gave it a feeble airing, the names of the two greatest English linguists would, ere this, have been buried in oblivion.

Such an education as they possessed, though, in some sense, profound and wide, lacked the vitalizing element, — was the mere skeleton, unclothed with beauty or symmetry. On the other hand, we see a class, much greater in numbers, who have passed through our colleges, and learned nothing but the petty conceits and senseless tricks of idle and worthless students, who, so far from being able to translate their own diplomas, can not even read their own language intelligently, and whose attainments in English composition extend no farther than certain feeble attempts at love-making, through the art epistolary, in a "hand-of-write" wretchedly scrawling, and spelling most villainous.

There is certainly a golden mean between knowing nothing and knowing everything that is useless. There can be no positive necessity in nature that a man should either be a learned dunce or an ignorant fool.

The mere pedagogue has always been a synonym for all that is disagreeable in society, and a laughing-stock in literature for ages. The constant tendency of the teacher is to degenerate into this state. He can only avoid it by a generous culture of all his powers. And this culture must be constant, not spasmodic. If he stops, or even hesitates, the whirlpool sucks him in, and devours him up.

We have always looked upon reading as the great right arm of a well-ordered method of instruction. An acquaintance with good books does more to enlarge and ennoble a man's powers than all other means com-

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bined. In fact, all the instruction in school has little other use than to teach us how to read wisely. But then he should possess books, not suffer them to possess him, and thus become the idlest of all moths, the bookworm.

It has always been, still is, and probably will ever continue to be, a question, as to whether few or many books should be read. Macaulay says a man should read every thing. Hazlit thought twenty or thirty books were enough for any one to read, though we strongly suspect that he did not by any means live up to his own theory. Men of great creative powers need fewer books. Men of talent merely, and those of common clay, need to be warmed, and made fruitful, by daily intercourse with great minds and hearts, through the medium of books.

Most men who have reached the meridian of life, who were born in the West, and in whose youth the only library found in the rude cabins of the backwoodsman was the almanac, and the Bible, and hymn-book, remember how exceedingly precious was a new book to those who had a taste for knowledge; (and the number who had not such taste was much smaller than many would be likely to suppose.) The book became a neighborhood treasure, and passed from one rude home to another, until it had made the circuit of the settlement. It was handled with rough hands with a kind of reverent awe, and if its contents were such as appealed strongly to the sympathies of uncultured minds, they were discussed and "told o'er again" at "choppings," "log-rollings," and "house-raisings," with a homely enthusiasm that showed how deeply the speakers were moved.

Then the library of a hundred or two volumes, raised by means of voluntary contributions, and kept by him who was deemed wisest by his neighbors, was a sort of literary Mecca, to which the devotees of knowledge, from miles around, repaired every fortnight, to deposite one treasure and draw thence another. We have in our mind's eye at least two neighborhoods which were enriched by the streams flowing from such fountains; and whose superior intelligence was so apparent as to be acknowledged by the whole country around.

As a means of moral culture, a good book in the hands of youth is worth more than a thousand homilies. Create in them a taste for good reading, and you at once close a thousand avenues to vice. Introduce your boy at an early age to the society of the great and good, through their works: discuss their thoughts with him, not coldly, but with a warmth of admiration you can not but feel if your own heart has ever been stirred by a great idea: and if you do not kindle in his bosom a love for what is noble and pure, his natural disposition must be perverse indeed.

To no man is extensive reading more necessary than to the teacher. He ought to lay the great world of literature under tribute to his vocation. By this means he will be able to lead his pupils from the lower, material

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life, to the higher, ideal life, where lie the glories of the True, Beautiful, and Good.

Let no young man imagine that because he has a thorough acquaintance with text-books, he is consequently qualified to teach. He that can impart to his pupils nothing more than text-books, is but little better than an automaton. It lies not within his power to make the waters of wisdom sweet to the taste of learners. Is it to be tolerated that while the intellect is being trained (and that but imperfectly), the remaining domain of the child's nature is to remain a barren waste: that the impressible season of youth, when the heart leaps to the embrace of truth, shall be allowed to pass by without the diviner part of the nature having been once stirred by a pure and disinterested emotion; — and all this that the head may be stored with knowledge, much of which can never be of the least possible use in the conduct of life?

We would rather a son of ours should be capable of thoroughly appreciating the grandeur of Milton's thought and verse than, lacking this, that he should be enabled to calculate all the eclipses to take place between this and the end of time, or speak more languages than Mezzofanti.

We would not be understood as undervaluing a text-book knowledge: *that* ought to be thorough; but a knowledge far wider and deeper must be added to it to enable its possessor to rank among the truly educated. We know men who are reputed to have a knowledge of text-books most extensive and minute, but who are so entirely ignorant of what is most desirable to be known in the field of literature as to excite our pity; and whe seem never to have dreamed that there is anything worth knowing that may not be expressed in an algebraic formula, or found in the inflection of a Latin or Greek verb. Is it for men of such microscopic vision to reveal to the young mind the glories of the Universe?—JOHN HANCOCK, *in Journal of Progress, March* 4.

THERE is no department of human exertion in which a preliminary historical knowledge is so necessary as in education. The education of a people bears a constant and most pre-eminently influential relation to its attainments and excellencies — physical, mental, and moral. The national education is at once a cause and an effect of the national character; and, accordingly, the history of education affords the only ready and perfect key to the history of the human race, and of each nation in it,—an unfailing standard for estimating its advance or retreat upon the line of human progress.—*Henry Barnard.*

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BOARDING AROUND.

BY G. D. HUNT.

"To study character in all its phases found,
And fairly dine on human nature—just board round."

THE subject of "boarding around" is frequently discussed at teachers' meetings and Institutes, at which resolutions are often passed denouncing the practice. The fact that many people live in a style either too contracted or too slovenly for a teacher to endure, when he has been accustomed to genteel living, is regarded as a strong objection; and perhaps an objection equally stroug is the teacher's desire for comfort and luxury. He is indeed finely accomodated when he has a home where, when not on duty, he may enlarge and improve his stock of knowledge and wisdom by communing with books and papers. Every true teacher is always learning, and teaching too. But he is also a student of every day facts,—of people and manners, as well as the literature of the wise and the learned.

By boarding around, teachers make themselves acquainted with the parents of their pupils, and thereby they may gain and preserve their confidence. They learn the character and real wants of their charge, and how to adapt their policy of instruction so as best to promote their moral improvement, and their advancement in learning. Many parents are disposed to harbor prejudices against schoolmasters. These prejudices will be much mitigated by their being sociable and agreeable with them when not on duty. By observing the discipline of different families, they learn better how to govern a school; and this will be a pretty fair compensation for sleeping in log cabins, and partaking of homely fair. When teachers are what they should be, their conversation will be beneficial wherever they board: they will awaken interest in schools by talking, and at the same time will be enriching their own minds. Many teachers are young men and young women, who, in the course of time will be heads of families. For this station there is no better school than boarding around. In the home policy of different individuals there will be much seen worthy of attention—much to avoid and much that will suggest originality; and thus a person may contrive a wiser course for himself to pursue.

In towns and cities it will generally be impracticable and inexpedient for teachers to board among their employers; but in the country, among farmers, it will be far otherwise. Hospitality is there a prominent trait; and often farmers would sooner board a teacher for a short time than to pay

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him extra wages equal to his board in one place. The expense of house room and provisions they do not feel as much as town people. In country schools, therefore, boarding around is very advantageous on the score of economy. Where teachers can be boarded by their employers, their service can be had for a longer time for the same amount of money. Thus it will appear that there is a rational view to be taken of the subject of boarding around. It has advantages as well as a few disadvantages; and teachers must not expect all connected with their vocation to be ease and pleasantry.

A SCHOOLROOM VISION.

BY BARD OF THE FOREST.

Another school day's work was done,
And silence reigned once more;
While the shades of the sinking autumn sun
Lengthened upon the floor,
And the quaint old clock in the corner ticked,
Long past the hour of four.

A teacher sat by his schoolroom desk,
Wearied with toil and care;
And the drowsy breeze of the afternoon,
Played with his locks of hair;
And lulled by the whispering of the trees,
He dreamed in his schoolroom chair.

The years, like a scroll, had all passed by,
It was the judgment day;
And around the throne of the Mighty Judge
Were gathered the grave and gay,
To see their deeds in the balance placed,
For the Master was to weigh.

An angel came to the teacher's side,
And, taking him by the hand,
Led him up to the Master's throne,
Where he saw a little band
Of those he had taught in bygone years,
Come home to the "Better Land,"

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Their hearts were untainted by sad regrets,
For the world they had left afar;
But they sang the praise of the King of Kings
As they gathered around the bar
To receive in their foreheads the sign and seal
Of the "Bright and Morning Star."

"Teacher," said the Mighty Judge,
"I've a crown of life for thee;
Thou hast trained and prepared this little band
For the courts of Eternity;
Thou hast done it unto the least of these,
Thou hast done it unto me."

And the angels kissed his cheek and brow,
And robed him in spotless white;
And they placed a harp within his hand,
And gave him a crown of light,
And they bore him up near the Master's throne,
To a seat upon the right.

When the teacher awoke, the setting sun
Fell faint upon the floor,
And the quaint old clock in the corner clicked
Long past the hour of four;
But the teacher's heart was full of hope,
And he never grew weary more.

KENOSHA, *April*, 1860.

EDUCATION can only promote the natural development of the mental powers towards the complete use of the reason; but can not alter the course of their development. It can increase the number of right ideas, and can make them clearer, but cannot introduce them to the mind by any other way nor under any other laws, than those necessary by its own original constitution.—*Niemeyer.*

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Superintendent's Department

We give thiis month the law enacted the past winter amending the school law. Town Superintendents and District officers are requested to examine its provisions carefully, that their future action may be in accordance with it.

It will be seen that power is given to the district to authorize the admission of pupils from other districts, and to charge a fee for tuition; that power is given to the Board to make rules and regulations for the government of the school, and to suspend and expel scholars for non compliance with said rules; and that the Board can require additional security of the Treasurer when they deem that already given insufficient.

Special district meetings can now be called by posting up four notices, except when a tax is to be raised, In that case three-fourths of the legal voters must be personally notified, and the notices must be posted the same as in other cases.

Hereafter the School Fund is to be distributed in June, instead of in April, and districts will remember and raise funds enough at the next annual meeting to meet expenses till the money is appropriated.

An Act to amend Chapter 23 of the Revised Statutes, entitled, "Of Common Schools."

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:—

Section 1. Section eleven of said chapter is hereby amended by striking out the word "twenty." in the first line of sub-section nine, and inserting instead the word "fifty": also, by adding an additional sub-section to said section eleven, which shall read as follows: "To authorize the District Board to admit to the privileges of the school persons not residing in the district, whenever such admission will not interfere with the accommodation or instruction of the scholars residing therein, and to fix a fee for tuition per term, quarter, or year, to be charged the person thus admitted."

Sec. 2. Section thirty-nine is hereby amended by adding to said section the following words: "and shall have power, 1st, to make all needful rules and regulations for the organization, gradation and government of the school or schools

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established in the district; said rules to take effect and be in force when a copy of the same, signed by a majority of the Board, shall be filed with the clerk; 2d, to suspend any pupil from the privileges of the school for non-compliance with the rules established by them, or by the teacher with their consent; 3d, to expel from school any pupil who shall persistently refuse or neglect to obey the rules and regulations above mentioned, whenever, upon due examination they shall become satisfied that the interests of the school demand such expulsion."

SEC. 3. Section forty-five is amended by striking out the word "March," in the second line of sub-section four, and inserting the word "June" in lieu thereof.

SEC. 4. Section one of chapter one hundred and thirty-eight of the General Laws of 1858, now comprising a part of chapter twenty-three of the Revised Statutes, is amended by striking out the following words in the seventh and eighth lines thereof; to wit: "by notifying all the legal voters in said district," and by adding to said section the following words: "*Provided*, that no tax shall be voted at a special meeting unless three-fourths of the legal voters shall have been notified, either personally or by leaving a written notice at their places of residence, stating the time, place, and objects of the meeting, at least six days before the time appointed therefor."

SEC. 5. The boundaries of any union school district formed in accordance with the provisions of section twelve of chapter one hundred and thirty-eight, aforesaid, may be altered in the same manner that the boundaries of common school districts are altered; and the provisions of law governing the action of the Town Superintendents in relation to the alteration of common school districts shall, so far as the same are applicable, be applied in the alteration of union school districts; *Provided*, that no union school district shall be disorganized unless a majority of the electors shall, at an annual meeting, vote for such disorganization.

SEC. 6. Whenever the Director and Clerk of any school district shall deem the security upon the bond of the Treasurer insufficient, they shall have the right to demand additional security, and the refusal or neglect of the Treasurer to furnish such additional security shall vacate his office; which shall be filled by the Board as provided in section twenty-three of the chapter of which this act is amendatory.

SEC. 7. This act shall take effect and be in force from and after its passage and publication.

WM. P. LYON,
Speaker of the Assembly.

BUTLER G. NOBLE,
Lt. Gov. and Prest of the Senate.

Approved April 2, 1860.

ALEX. W. RANDALL.

Published April 13th, 1860.

Blank returns for the Town Superintendents and District Clerks will be for-

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warded in in a few days to all who are entitled to them, and every officer is earnestly requested to use great care in filling the blanks, and making his returns in due time.

J. L. PICKARD,
State Supt. Pub. Ins.

Mathematical Department.

Solution of Problem No. 37.— $\frac{x-17}{24}$ equals whole number, per ques. $=p$; then $x=24p+17$. Also $\frac{24p+17-11}{17}$=whole number. Rejecting quotient, the remainder $\frac{7p-11}{17}$ is also whole number. Multiplying by 5 we have $\frac{35p-55}{17}$=whole number. Rejecting quotient, the remainder $\frac{p-4}{17}$ = whole number=q : then $p=17q+4$, and $x=408q+113$. Also, $\frac{408q+113-3}{11}$=whole number per question. Rejecting quotient, the remainder, $\frac{q}{11}$, equals whole number, equals S; and $q=11S$, where S may be taken any number at pleasure. Putting $S=0$, then $q=0$, $p=4$, and $x=113$, which is the least answer. Putting $S=1$, then $q=11$, $p=191$, and $x=4601$, which is the next smallest number answering the conditions of the question.

BEAR CREEK.

Solution of Problem No. 37.—Place $\frac{x}{24}=A+\frac{17}{24}$, (1); $\frac{x}{17}=B+\frac{11}{17}$, (2); and $\frac{x}{11}=C+\frac{3}{11}$, (3). Clearing equations (1), (2), and (3) of

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fractions, we find $x=24A+17=17B+11=11C+3$, (4). Since x is to be a whole number, A, B, and C are whole numbers. By equation (4) $17B+11=24A+17$. Hence, $B=\frac{24A+6}{17}$. Multiplying this equation by 5 gives $5B=\frac{120A+30}{17}=7A+1+\frac{A+13}{17}$. Since A and B are whole numbers, $\frac{A+13}{17}=N=$ whole number. Hence, $A=17N-13$. Therefore, $x=24(17N-13)+17=408N-295$. This value of x placed in equation (4) gives $C=\frac{408N-298}{11}=37N-27+\frac{N-1}{11}$. Since C and N are whole numbers, $\frac{N-1}{11}=M=$whole numbers. Hence, $N=11M+1$; therefore, $x=408(11M+1)-295=4488M+113$. Put $M=0$; then $x=113$, the required number. L. CAMPBELL.

Explanation of Rule for Geometrical Progression.—Let a equal first term of any progression, n equal number of terms, and r equal the ratio. The series will be $a+ar+ar^2+ar^3$, etc. Now, the first power of r stands in the second place, the second in the third, the third power in the fourth term. The power of the ratio is always less by one than the number of the terms; therefore the n term would equal ar^{n-1}. Now, if L represents the last term, $L=ar^{n-1}$. Take the series, and let S equal the sum; then $S=a+ar+ar^2+ar^3+\ .\ .\ +ar^{n-2}+ar^{n-1}$, (1). Multiply this by r, and $rS=ar+ar^2+ar^3\ \ldots\ \ldots\ ar^{n-1}+ar^n$, (2). Subtract (1) from (2), and $rS-S=ar^n-a$. Observe that $S=ar^{n-1}$, $Sr=ar^n$; therefore $(r-1)S=Sr-a$. $S=\frac{Sr-a}{r-1}$.

The above is simply this, when put in words: Raise the ratio to a power less one; multiply by the first term and it will give the last; multiply the last by the ratio, less 1. If Adams says subtract 1, it is wrong unless 1 equals the first term. S. T. ARMSTRONG.

Solution of Problem No. 38.—As the distance from A to B is constant, equal to the distance from M to K, the course of A is unrestricted. also the distance from M to N; and B travels no specified direction, the question will admit of several answers. If we suppose that the distance from M to N equals the distance A travels in 3 hours, viz.: 6 miles, A's course at right angle with a line joining MN, and B travels on the cir-

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cumference of a circle having a radius equal to *MN*, and in three hours had traveled $\frac{1}{8}$ of the distance from *N* to *A*, it is evident that the conditions of the question will be satisfied. On that supposition, if lines be drawn from *B* to *A*, from *B* to *M*, and one from *B* perpendicular to to the line *AM*, the first two with *AM* will be an isosceles triangle, the line from *B* perpendicular to the base will bisect the base, and the angle formed by the perpendicular and *BM* will equal the angle formed by the lines *BM MN*; and one mile would be *B*'s perpendicular distance from *MN*, and would be equal to the natural sine corresponding to radius 6, or .1666+ would be the natural sine to radius unity. From a table of natural sines we find this angle to be 9° 36′, nearly; therefore the following proportion: 90° : 9° 36′ :: 9.4248 : 1.005312, *B*'s distance the first hour. By following the same course of reasoning, we find the second hour. A line joining *BM* and *MN* would form an angle of 19° 28′. 90 : 19° 28′ :: 9.4248 : 2.038549, *B*'s distance in 2 hours. Taking his first hour's travel, we have 1.033237, *B*'s distance the second hour. In 3 hours he evidently travels $\frac{1}{3}$ of the distance *AN*, or 3.1416; which gives 1.103051 as *B*'s distance the third hour. S. T. ARMSTRONG.

Problem No. 41.—A tree growing perpendicular to the horizon, on an inclined plane, was broken off by the wind so that the top struck the ground 20 feet from the foot of the tree. Now, if it had fallen in the opposite direction it would have struck 40 feet from the foot of the tree. If the tree was 80 feet in hight, it is required the point at which the tree broke; also the inclination of the plain. S. T. A.

Problem No. 42.—I wish to build a manufactory. The materials are to be brought from two places, *A* and *B*, and the manufactured articles are to be carried to market at *C*. The cost of haulage from *A* and *B* to the manufactory, and from the manufactory to *C*, are *a*, *b* and *c* dollars per mile, respectively. Where shall I place the manufactory that the cost of haulage shall be the least possible.

PEDAGOGY is the art of rendering men moral, in such a way that, taking them to be natural men, they will be able to point out for themselves the way to be regenerated, and thus to change their first nature into a second, an intellectual one, in such a manner that this second shall become habitual.—*Hegel.*

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Editorial Miscellany.

THE TOWNSHIP LIBRARY SYSTEM.—The Legislature of 1859, by an almost unanimous vote, (19 to 3 in the Senate, and 51 to 10 in the Assembly,) passed the following law:—

SECTION 1. Ten per cent. of the school fund income, subject to apportionment in the year 1860 and annually thereafter, together with the proceeds of a special state tax of one tenth of one mill on the dollar valuation, shall be, and are hereby set apart for the purpose of establishing and replenishing town school libraries, the books for which to be purchased by public authority, and distributed in some just proportion among the towns and cities of the state.

SEC 2. A special annual tax of one tenth of one mill on the dollar valuation shall be and is hereby levied upon the taxable property in the state, to be collected in addition to and with the state tax levied annually to provide for the current expenditures of the state; and the proceeds of the said special tax are hereby appropriated annually for the purpose expressed in the first section of this act.

SEC. 3. After the present year, there shall be, and are hereby directed to be printed, folded and sewed by the state printer, a sufficient number of extra copies of the session laws, journals, messages and documents of each year, to be placed in charge of the State Superintendent to supply each town and city school library in the state with a set; and these volumes shall be substantially bound, in such manner as the State Superintendent, with the approval of the Governor, shall direct, at a cost not exceeding thirty cents per volume, to be paid out of the fund set apart by this act for school library purposes.

SEC. 4 Section seventy-six of chapter twenty-three of the Revised Statutes is hereby repealed.

SEC. 5. This act shall take effect and be in force from and after its passage and publication.

Approved March 21, 1859

Under this law there was assessed and collected last year the sum of $16,862.02, and there was set apart from the school fund the sum of $15,546.37, making a total sum of $32,408.39, to be expended in the purchase of books.

As the law of 1859 was intended simply to organize the Library system, no provisions were inserted to prescribe the method of purchasing and distributing books, and it was confidently expected that the Legislature of 1860 would perfect the plan, and put it in operation. In accordance with this idea, Mr. Pickard, the State Superintendent, after consultation with Chancellor Barnard, Hon. L. C. Draper, (the author of the law of 1859,) and other friends of education, prepared a bill, which was introduced into the Senate, Feb. 17, by Senator Hutchinson, Chairman of the Committee on Education, and which reads as follows:—

SECTION 1. There shall be elected by the two houses of the present legislature, in joint con-

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vention, on or before the first day of March, 1860, two persons to serve in conjunction with the State Superintendent of Public instruction as School Library Commissioners, one for a period of three years and the other for a period of six years, to be determined by lot. There shall be elected triennially thereafter one Commissioner, who shall hold his office for the term of six years from the first day of March of the year in which he shall be elected. Any vacancies occurring shall be filled in the same manner provided by law for filling vacancies in the Board of Regents of the State University.

SEC. 2. The State Superintendent of Public Instruction shall be ex-officio a member of the Board of School Library Commissioners with full power to act as one of said Board, but shall in no case receive compensation for services rendered as commissioner.

SEC. 3. It shall be the duty of the School Library Commissioners to select and determine the books for the town school libraries of the State; to contract for said books and their uniform binding, on the best terms for the interest of the State; and, to make such regulations as they may deem advisable, relative to the distribution and management of the town school libraries. Provided, that no books of a denominational or sectarian characted shall be selected or approved and no contract shall be binding upon this State for more than one year.

SEC. 4. The School Library Commissioners shall file with the Secretary of State a duplicate of every contract made by them under the provisions of this act; and a duplicate invoice of every bill of books received by them, verified by the affidavit of the contractor, that such books were actually furnished by him, and that the prices named therein were the prices actually charged therefor. The Secretary of State shall audit the claims of such contractor at rates not exceeding the prices named in such contract and verified affidavit, upon the certificate of the School Library Commissioners, that the amount of books has been received, and shall draw his warrant upon the State Treasury, and the same shall be paid out of the Town School Library Fund.

SEC. 5. The Board of education of any city shall constitute a City Library Board, and the Board of Supervisors, together with the Town Superintendent of any town shall constitute a Town Library Board, who shall under advice of the School Library Commissioners adopt regulations for management of the city and town school libraries.

SEC. 6. The City or Town Library Boards may choose one or more Librarians, who shall give bonds at least equal to the value of the library placed under their care, for its safe and proper keeping. When no such appointment of Librarian shall be made, the Clerk of the Board of Education of any city, or the Town Clerk of any town, shall act as Librarian, and shall be subject to the same rules as if appointed by the board.

SEC. 7, The City or Town Library Boards may divide the libraries under their care, whenever they may deem advisable, for convenience of different parts of the cities or towns, but this division shall not be made for a longer period than three months, when another distribution may be made.

SEC. 8. The city and town libraries shall be open at least one half day in each week to all persons residing in the city or town, under such regulations as city or town Boards may adopt.

SEC. 9. The School Library Commissioners shall make an annual report of their doings to the Governor, at the time when other reports are required, by law, to be made, for the use of the legislature. This report shall embody such facts as may be gathered from the several cities and towns, relative to their school libraries, together with such recommendations as they may deem best to make, which report shall be incorporated with the report of the Superintendent of Public Instruction.

SEC. 10. The several City and Town Library Boards shall make an annual report of the condition of their libraries to the Superintendent of Public Instruction, for the use of the School Library Commissioners, on or before the first day of September, in each year. Any failure to

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make such report shall cause a forfeit of the next annual apportionment to the city or town so failing.

SEC. 11. The city and town libraries shall be deemed the property of the several cities and towns, and shall not be subject to taxation or to attachment or execution.

SEC. 12. City and Town Library Boards shall have power to collect any fines and penalties imposed by regulations of School Library Commissioners, which shall be returned to the Superintendent of public instruction, and be added to each year's apportionment.

SEC. 13. The funds raised for school libraries shall be apportioned to the several cities or towns of the state as follows: One half according to assessed value of property, as appears from the last assessment previous to the apportionment, and one half according to the number of school children in the several cities and towns, as taken from the last annual report made to the department of public instruction, previous to the apportionment.

SEC. 14. Between the tenth and fifteenth days of March in each year, the State Treasurer shall certify to the School Library Commissioners the amount of the school library fund in the treasury subject to apportionment.

SEC. 15. The apportionment of the school library fund shall be made by the School Library Commissioners, between the twentieth day of March and the first day of April of each year.

SEC. 16. The School Library Commissioners shall receive two dollars and fifty cents a day for actual service rendered, and five cents a mile for all necessary travel in the performance of their duties, to be estimated by the usual and most direct routes of travel: Provided, the amount of such services shall not exceed five hundred dollars for any one year. The accounts of said commissioners for service and travel shall be audited by the Secretary of State, in the manner prescribed by law for auditing all bills and accounts, and shall be paid by the State Treasurer, out of the school library fund.

SEC. 17. All expenses incurred for necessary printing and distribution of libraries shall be audited by the Secretary of State, and paid out of the school library fund.

SEC. 18. All the acts, contracts and vouchers of the School Library Commissioners shall be subject to a thorough examination, by the joint committee of the Legislature, appointed for the investigation of the several state departments.

SEC. 19. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

SEC. 20. This act shall take effect and be in force from and after its passage and publication.

In the mean time, a bill to repeal the law of 1859 had been introduced into the Assembly by Mr. Howland, of Kenosha, and it finally passed that body, but failed in the Senate. No final action was taken in the Senate on the bill to perfect the system, and thus matters remain as before the session.

Nearly $17,000 has been collected of the people at a time when they felt the need of every dollar that could be saved; the school fund has been depleted to the amount of over $15,000, weakening the schools and adding to the burden of local taxation, and now, for the want of proper action, this money lies idle in the Treasury, drawing no interest, doing no one any good, while thousands of the youth of our State are hungering for the mental food which that fund was designed to furnish.

The one tenth of a mill tax must be collected again next fall, the documents

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provided for in section 3 of the law of 1859 must be paid for, and the loss to the people of the State cannot be less than $3,000.

Now, who is responsible for this state of things? Not the friends of the law of 1859, for they would gladly have perfected the system and invested the funds in such a manner as to promote the virtue and intelligence, and, through these, the general prosperity of the people. Not the people themselves, for, excepting in a few locacalities, they are manifestly in favor of the library system, and willing to furnish the means to purchase good books. We traveled in different portions of the State last fall, and we found that nearly all with whom we conversed were in favor of the system. Nearly all the papers in the State have contained articles in its favor, and no petitions were presented to the Legislature asking for the repeal of the law. Most of the objections urged against it were removed by the bill introduced into the Senate, and yet under the mistaken plea of economy such action was had as we have portrayed above.

Knowing that next fall, during an exciting Presidential canvass, a careful consideration of the subject will be impossible, we thus early call the attention of the people to the matter, that it may be discussed, and conclusions arrived at which will influence the next Legislatnre to take different action from that taken by the last.

JANESVILLE.—We find in the Gazette and Free Press of April 6, the reports of the committees appointed to examine the different schools of the city at the close of the winter term; a report by the Principal of the High School, Mr. Levi Cass; an account of the High School exhibition, and of a social gathering of the teachers, pupils, and friends of the schools. Judging from the evidence furnished by these papers, and from what we have heard from persons who have visited the schools, we conclude that they are in a very prosperous condition. They have an excellent corps of teachers, and the Board of Education are intelligent, energetic men, who are determined that their schools shall occupy the first rank. There are four distinct grades, Primary, Intermediate, Grammar, and High school, and from the report of the Principal we gather the following statistics:—

Number of schools, or departments, 14; to wit: eight Primary, four Intermediate, one Grammar, and one High school. The following table exhibits the number registered in the several schools during the past two terms of the present school year; average number of members; the percentage of daily attendance, and the average age of the pupils:—

DEPARTMENTS	Whole Numb'r Regist'd since Sept 12, 1859.	Average number of members	Percentage of Daily attendance.	Average age of pupils.
Primary Schools.....	652	435	94½	6⅞
Intermediate Schools,.....	399	288½	96½	11⅛
Grammar School,.....	90	54	93	14½
High School,.....	178	122	98	16½

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The per cent. of daily attendance of the pupils in all the schools is unusually large, and proves that the schools are well managed, and the rules rigidly enforced. The account of the High School exhibition is very interesting, and we would gladly copy some portions of it if we could spare room. Prizes were awarded for the best compositions and declamations. The article in this number of the Journal entitled "Past and Present," by Miss Hattie D. Clow, obtained the first prize, a splendidly bound copy of Webster's Unabridged Pictorial Dictionary; and "The Frozen Brook," by Miss Cornelia Barrere, was adjudged by the committee as worthy of the second prize, a fine, illustrated copy of the Poets of the Nineteenth Chntury. The following prizes were also awarded for declamations:—

1st. Edward F. Welch, Irving's Life of Washington, in five volumes—offered by Mosely & Brother.

2d. Wm. M. Lawrence—Livingston's Travels in Africa—offered by Rev. Mr. Goodspeed.

3d. Wm. B. Rines—Scott's Poetical Works—offered by Mr. L. Cass.

James Benedict received a copy of Shakspeare—offered by Miss Frances A. Bacon—to the best speller in the High School.

Mr. Sleeper also presented an appropriate volume to each of the young ladies who competed for the prizes in composition. Mr. Sleeper was one of the committee to award the prizes, and desired in this manner to make known his appreciation of the efforts of these young ladies, which were so creditable to themselves. Mr. Fish presented to Master Duane J. Armstrong, on behalf of several citizens, a copy of Irving's Life of Washington, as a testimony of their approval of the creditable manner in which he delivered his declamation at the exhibition.

The following in reference to Primary schools and Teachers, copied from the report of the Principal, is worthy the attention of parents and school boards throughout the State: "From five to nine years of age the time usually allotted to primary instruction, may be regarded as the most important period in the education of the child. Then, impressions are made and habits formed which will influence him, for good or for evil, through life. The excellences or defects of the primary schools are transferred to the higher classes and departments, thus weakening or rendering more efficient the entire system. Hence the importance of commencing in the primary suhool to inculcate in the mind of the child a love for school, for order, for truth, and for habits of punctuality, of study and concentrated thought, and so to direct his education as to make him a 'voluntary coworker' in his own development.

"Much may be accomplished in this direction by making the school a pleasant place. The play ground, the furniture, and the entire arrangements of the schoolroom should be such as to promote the comfort and happiness of the pupils. The walls should be decorated with maps, charts, and the portraits of distinguished men, whose lives are examples worthy of immitation.

"A thoroughly qualified teacher is requisite to the success of a primary school.

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Not one who has merely completed the course of study in some institution of learning, and who would make the primary a stepping-stone to the higher departments of instruction; but a teacher of age, skill, and experience, one who fully comprehends the magnitude of his work—whose mind is so disciplined and views so comprehensive as to qualify him rightly to direct the education of those 'whose character it is his office to mould.'"

COLUMBUS.—We find in the Journal an interesting account of the examination and closing exercises of the Union school in this place at the ending of the winter term of school. Mr. Lovewell, a brother of J. T. Lovewell of the Madison, High School, is Principal, aassisted in the higher deportment by Miss Churchill. Miss E. B. Lowber, one of the Board of Editors of this journal, has charge of the intermediate department, and the primary department, divided into two sections, is under the care of Misses Tyng and Rosenkrans. About two hundred and fifty pupils are registered in the various departments. The Journal speaks in the highest terms of the ability and success of the teachers in governing and teaching their pupils, and congratulates the people of Columbus on the advantages they possess for securing a good education for their children.

FOOTVILLE.—The Rock County Teachers' Association met at this place April 3d, and continued its sessions till the evening of the 5th. The attendance upon the day sessions numbered about fifty, of whom thirty were teachers; while that upon the evening sessions was quite large. A committee was appointed to devise means for securing one or more lectures on educational topics, to be delivered in each school district in the county, during the coming fall and winter; also, to issue a circular, setting forth the object of such course of lectures, and to be distributed throughout the county, especially to town Superintendents and district school officers. This committee consists of S. S. Rockwood, of Milton, S. S. Wallihan, of Evansville, and H. A. Richards, of Footeville. It is expected that the next annual meeting will be held in the fall, near the close of September at such place as the executive committee shall select.

C. H. CRONK, *Secretary.* W. C. WHITFORD, *Pres't.*

BELOIT.—The schools of this city are in a flourishing condition and worthy of the patronage of the people. We believe that the effort to establish a Union High School has not succeeded yet, but we hope that the citizens will ere long unite in securing this essential to a complete system.

PLATTEVILLE.—We copy from the Witness an account of the examination of teachers by H. Robbins, Esq., Town Superintendent, because we wish to commend his method to other Superintendents throughout the State. A thorough examination of teachers, by means of printed or written questions, would do much towards winnowing out the unqualified ones, and elevating the standard of qualifications. The Witness says: "The examination was conducted by printed

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questions on cards; six cards with ten questions on each, and one hour allotted to answering the questions on each card. Written answers, with solutions, were required from the class. At the end of the hour the cards were returned with the solutions of the questions to the Superintendent, who examined the same, and marked their percentage, according to a specific standard adopted at the commencement of the examination. The questions were so framed as to allow little or no margin for differences in the marking. To make the examination perfectly impartial, Mr. Robbins prepared the questions, had them printed, and then took charge of them himself until the class was assembled for examination, allowing one no advantage over another. The annual examination came off last fall, at which time the per cent. was forty out of sixty. This spring thirty-five out of sixty was the standard. At the close of the examination the result was declared, and certificates awarded to all answering thirty-five out of sixty questions; as the Superintendent remarked those who failed to get certificates ought to be satisfied, as the standard was ten per cent. below what it should have been. Some of the ladies, we understand, who had failed to get certificates, remarked that they *did not care*. They could get them in another town, which would do as well.

"As long as Town Superintendents will grant certificates to teachers who are not qualified to teach, and teachers will under bid each other for the sake of getting schools, and school officers will hire teachers because they are cheap, without regard to their qualifications, we may expect poor teachers, and they may expect poor pay, and the result will be very poor schools.

"Messrs. E. Leach, A. McFall, and H. Perry were very efficient in assisting the Superintendent in the examination of teachers."

KENOSHA.—From the report of the Board of Education lately published in the Telegraph, we learn that the number of teachers employed during the past year in this city is thirteen, who are distributed as follows: In the High School, 3; in Grammar Schools, 2; Intermediate, 3; Primary, 5. Though there are nominally but four grades, the schools are so classified that there are eleven in reality. The whole number of pupils enrolled during the last term was 805, actually belonging, 718. The e expense of the schools per scholar during the past year was $7.

We copy the following in reference to school taxes from the report of the Superintendent, Hon. M. Frank, and from this it will be seen that Kenosha occupies an enviable position, educationalty, among the cities of our State:—

"Kenosha was the first town in the State to organize a public school on the union plan. Our schools have grown from a small beginning, until they have reached an educational standard unsurpassed by any in the State. Our citizens in past years have cherfully paid taxes to build school houses, and provide the necessary conveniences for the schools. Our school houses, their fixtures and appurtenances, are now all paid for, and the city has no school debt. This cannot be said, perhaps, of any other city in the State, which has erected good school edifices. Our city school taxes are now comparatively light; the annual reduc-

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tion since 1857 is as follows: city school tax 1857, $9,444.73; 1858, $6,180.00 1859, $3,675.00.

It must not be supposed that taxation and money expenditures alone, have made our schools what they are; money, it is true, has been essential to their success. Nor is it altogether because the people have been fortunate in the selection of teachers, that our schools have been elevated to their present condition: most of the Principal teachers since the establishment of the school have possessed more than usual qualification for their profession. It must not be forgotten that the good name and success of our schools are largely indebted to a goodly number of our citizens—many of whom have for several years toiled diligently, and expended much effort for our institutions of learning. The constant sympathy and sustaining influence of these friends have contributed largely to give prominence and character to the schools. Experience has proved that without the cooperation and influence of such friends, no amount of money or other appliances can build up good public schools."

The latter part of the ab ove extract is as applicable to other places as to Kenosha.

We learn that the principal of the high school, T. J. Conatty, Esq., has been obliged. on account of his health, to resign his position. We trust that he will not be obliged to leave the teachers' ranks for any lengthy period, as we cannot spare such men from the profession. Well educated, capable, and zealous, with a high appreciation of the responsibility of his position, he has won golden opinions as a teacher and a man from all who have witnessed his labors or made his acquaintance. He is at present assisting Mr. Barnard in conducting some of the Teachers' Institutes.

TEACHERS' INSTITUTES.—Soveral Institutes have already been held this spring under the general direction of Chancellor Barnard, assisted by several competent gentlemen; and we are gratified to learn that the attendance has in most cases been quite large, and that much interest has been manifested on the part of Town Superintendents and school officers as well as teachers.

Mr. Pickard has endeavored to be present a portion of the time at each of the Institutes, and he has succeeded in collecting a large amount of valuable statistical information in reference to the condition and wants of the schools.

An Institute is now in progress in this city, under the charge of Dr. Lord, of Columbus, Ohio, and it is to continue through a four weeks session.

This is the most effective agency through which the standard of qualification of teachers can be raised, and the schools improved, and all will rejoice at the complete success of the Teachers' Institutes.

THE HOME MAGAZINE for May has a charming engraving, "The Embroidery Lesson," several fashion plates, one of them giving the new style of bonnet, and is filled as usual with entertaining and instructive reading. "After the Storm," will be finished in the next number, and a new story will be commenced by Miss Townsend. Now is a good time to subscribe.

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ALBION.—J. F. Eberhart, of the Home and School Journal, Chicago, on the invitation of Chancellor Barnard, assisted in the exercises of the Institute lately held in this village, and we take the following in reference to it from an article in his Journal of April 15:—

"The Institute numbered about 100 teachers. The daily attendance was prompt and the interest lively, growing even more and more intense to its close. During the first two days Hon. J. L. Pickard, State Superintendent of Public Instruction was present, and left some of his zeal with the teachers. He is a strong, earnest, hard-working, every-day man, and is wholly absorbed in his calling. Such men are useful. We want more that is substantial and practical in our educational movements, and less flippant display.

On Wednesday, Prof. Chas. H. Allen, Chancellor Barnard's agent, arrived, and remained with the Institute till Friday afternoon. We are glad occasionally to meet a man in an Institute who is so efficient and practical as Mr. Allen. He is always genial and full of energy, and never runs astray in fancy speeches, or the discussion of theories distant from the object in view. He entertains while he instructs, giving plans and methods which are simple and may be carried directly into the school-room. Many Institutes are rendered almost useless for the want of a judicious conductor. We hope to meet Mr. Allen again."

PUBLICATION OF PROCEEDINGS.—We shall not be able to publish the proceedings of the Institutes in full, as they would monopolize the whole of the Journal, and the daily exercises, which are about the same in each institute, do not possess interest enough for the general reader to warrant their publication.

If friends will send us a short account of each Institute, stating where and how long held, who conducted it, and the number of teachers in attendance, the whole to occupy not more than a half a page of the Journal, we will gladly publish it, but we cannot give up as much space to the proceedings as we did last fall.

Institutes have already been held this spring at Prairie du Chien, Richland City, Black Earth, Tafton, Albion, Horicon, Sheboygan Falls, Waukesha, Madison and Whitewater.

PROCEEDINGS OF THE BOARD OF NORMAL REGENTS,*

AT THE ANNUAL MEETING HELD AT MADISON, APRIL 11 AND 12, 1860.

Board met at 9 o'clock, A.M., in the room of the State Superintendent. Present, Messrs. C. C. Sholes, W. E. Smith, O. T. Maxon, H. Robbins, S. A. Bean, J. T. Clark, and S. Chapman. Absent, Messrs. L. H. Carey and J. West. The minutes of the last meeting were read and approved.

* The manuscript was received at so late a day that we were obliged to give the proceedings in this place or wait till another issue.—ED. JOURNAL.

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The Board then proceeded to elect officers for the ensuing year, which resulted in the choice of Hon. C. C. Sholes, Pres't; Hon. W. E. Smith, Vice Pres't; Silas Chapman, Sec'y.

A report from the Agent was read, giving a detailed result of the examination of the Normal Classes held in 1859. Examinations had been held at Lawrence University, Allen's Grove Academy, Beaver Dam High School, Beloit College, Carroll College, Wisconsin Female College, Horicon High School, Kenosha High School, Fond du Lac High School, Milwaukee Female College, Milwaukee High School No. 2, Milton Academy, Mineral Point Institute, Oshkosh High School, Platteville Academy, Madison High School, Richland City Institute, and Racine High School.

No examination had been held in Janesville High School, Galesville University, Albion Academy, and Evansville Academy. No report of examination had been received from River Falls Academy.

The report of the Agent, together with those made by the Principals of the Normal Departments was made the action of the Board in the division of the fund.

Mr. Robbins offered the following resolution, which was unanimously aeopted :—

Resolved, That all pupils, the report of whose examination on the abstract presented by the Agent, does not reach the following standard, be excluded. In arithmetic a standard of six; in geography a standard of three; and in orthography a standard of six;—ten being the maximum, or perfection. That then the three highest of the remaining studies be selected, exclusive of penmanship, and those who have not received a credit of fifteen, or 50 per cent., be also excluded.

By Mr. Bean,

That in the distribution of the normal fund, the following rule be also observed: That there be appropriated to each institution for those pupils reported as members of the Normal Class, and who have been found to be of requisite age, and to have pursued three studies for 65 days, the same ratio as those found to have passed according to the foregoing resolution; and to those institutions which have not been examined, the ratio found by averaging the whole number of pupils passed, to the whole number reported.

Which was adopted.

The Secretary having compared the reports in accordance with the foregoing rules, reported the result as follows:—

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	Reported.	Legally qualified.	Examined.	Passed.	Allowed.	Amount.
Fond du Lac High School,	28	18	14	7	14	$280
Allen's Grove Academy,	42	42	31	5	8	160
Platteville Academy,	43	47	26	15	20	400
Oshkosh High School,	14	9	9	2	3	60
Milton Academy,	77	77	31	11	27	540
Racine High School,	42	41	40	26	27	540
Richland City Institute,	10	10	7	2	3	60
Carroll College,	35	35	10	0	0	
Albion Academy,	64	44	not examined		19	380
Mineral Point Seminary,	25	22	10	0	0	
Madison High School,	28	26	9	0	0	
Kenosha High School,	21	21	21	2	2	40
Lawrence University,	109	109	35	12	37	740
Beloit College,	55	55	13	6	25	500
Horicon High School,	23	23	13	2	4	80
Wisconsin Female College,	46	45	14	3	10	200
Beaver Dam High School,	9	9	7	1	2	40
Milwaukee Female College,	59	39	8	1	5	100
Milwaukee High School,	11	11	9	4	5	100
Walworth County Institute,	16	14	not examided		5	100
River Falls Academy,	14	15	not reported		5	100
Galesville University,	12	13	not examined		4	80
Janesville High School,	22	22	"		7	140
Evansvile Academy,			"			

Evansville Academy was rejected on account of incompleteness of report.

A communication from Kenosha High School was read and directed to be placed on file.

A communication from the Agent was read, setting forth his plan for holding County Institutes for the current year, which was ordered on file.

A communication was received from Prof. Hoyt, tendering to the members of the Board a copy of the 5th volume of the Transactions of the State Agricultural Society, for which the thanks of the Board were rendered.

Mr. Kilgore appeared before the Board in behalf of Evansville Academy and Madison High School. The Board listened to his statement, but declined receding from their former action.

The ratio of division of $20 to each pupil allowed was then adopted.

The Agent made a verbal report, on hearing of which the following resolutions were adopted:—

Resolved 1, That no person shall be returned as a normal pupil by any institution applying

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for aid from the fund distributed by this board, who did not before being admitted and regarded as a member of the normal class, make application in writing for admission to the same, setting forth his or her name in full, age at last birth day, residence, township and county, and desire to prepare for teaching, and intention to teach at least two years in the state, and, at the same time, pass a satisfactory examination, by oral and written questions, in the studies prescribed by the Board. A record of the examination and the original application for admission shall be subject at all times to the examination of the Agent or Secretary of the Board.

2. No Institution shall draw for a second or third year on the same normal pupil unless said pupil has given satisfactory evidence by an oral or written examination, by the Agent or otherwise, of having mastered the course of study of the preceeding year; and the examination of the second and third years shall turn more and more on the qualities of character and knowledge of the principles and methods of education which are essential to the highest success in the teaching and discipline of schools.

3. It shall be the duty of the Agent of this Board, as far as possible, to visit personally, or by some one employed to assist him in Teachers' Institutes, every institution which has given notice to the Secretary of having established, according to the requirements of this Board, a Normal Class, and to subject the Normal pupils in each institution visited to an oral and written examination in matter and manner as uniform as possible.

I. He may decline all examinations where the Normal Class has not been established and conducted according to the law, and the regulations of this Board.

II. He may exclude from examination any person who does not give satisfactory evidence of being a Normal Pupil according to the regulations of the Board, and who at the time has not been pursuing for sixty-five consecutive school days at least three of the studies required for the year in the course for which he is presented, or whose general character and deportment are such as to unfit him for a teacher.

III. The examination by the Agent, of pupils presented for the first time, shall be on the studies of the first year's course, and a thorough review of the preparatory studies. Of the pupils presented for the second time, upon the studies of the second year, with a review of the first year's course; and for the third time, upon the studies of the whole course.

IV. That the report of the examinations to this Board shall exhibit, 1, the result as to each pupil in every study; 2, the result in each study for each institution; 3, the aggregate and average result in each study for all the institutions examined.

Resolved, That the Agent be requested to draw out the details of a system of Teachers' Certificates to be issued by the Board, and submit the same to the next meeting.

SILAS CHAPMAN, *Sec'y*.

Correspondents with the Board will please direct all communications relating to examinations of Normal Classes, and to Teachers' Institutes, to Hon. Henry Barnard, Madison.

All notices of formation of Normal Classes, applications for blanks, and information generally concerning the operations of the Board, to S. Chapman, Secretary, Milwaukee.

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PAPERS

For Wisconsin Teachers.

Number One—1859.

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